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ABSTRACT

The study is intended to assist vocational counselors, and to provoke thinking among high school students, especially Negroes, which will result in more realistic career planning. Data were obtained by questionnaire from 2,012 seniors enrolled in 18 high schools during the second semester of the school year, 1963-1964. The unrealistic occupational aspirations of many students are evidenced by the following: (1) Of 188 possible occupational categories, 66.2 percent of the senior selected professional and managerial occupations, although parental employment in professional and managerial occupations was low: 15 percent for fathers; 12.1 percent for mothers, (2) Although only 20 percent of all students on a national basis go to college, 72.5 percent of the respondents planned to continue their formal education, and (3) Of the 20 reasons students gave for the above choices, 66.7 percent were influenced by admiration for successful people in the occupation. Using census data, characteristics of the population and occupations are provided for reference in realistic career planning and vocational counseling. The questionnaires used in this study are appended. (CH)

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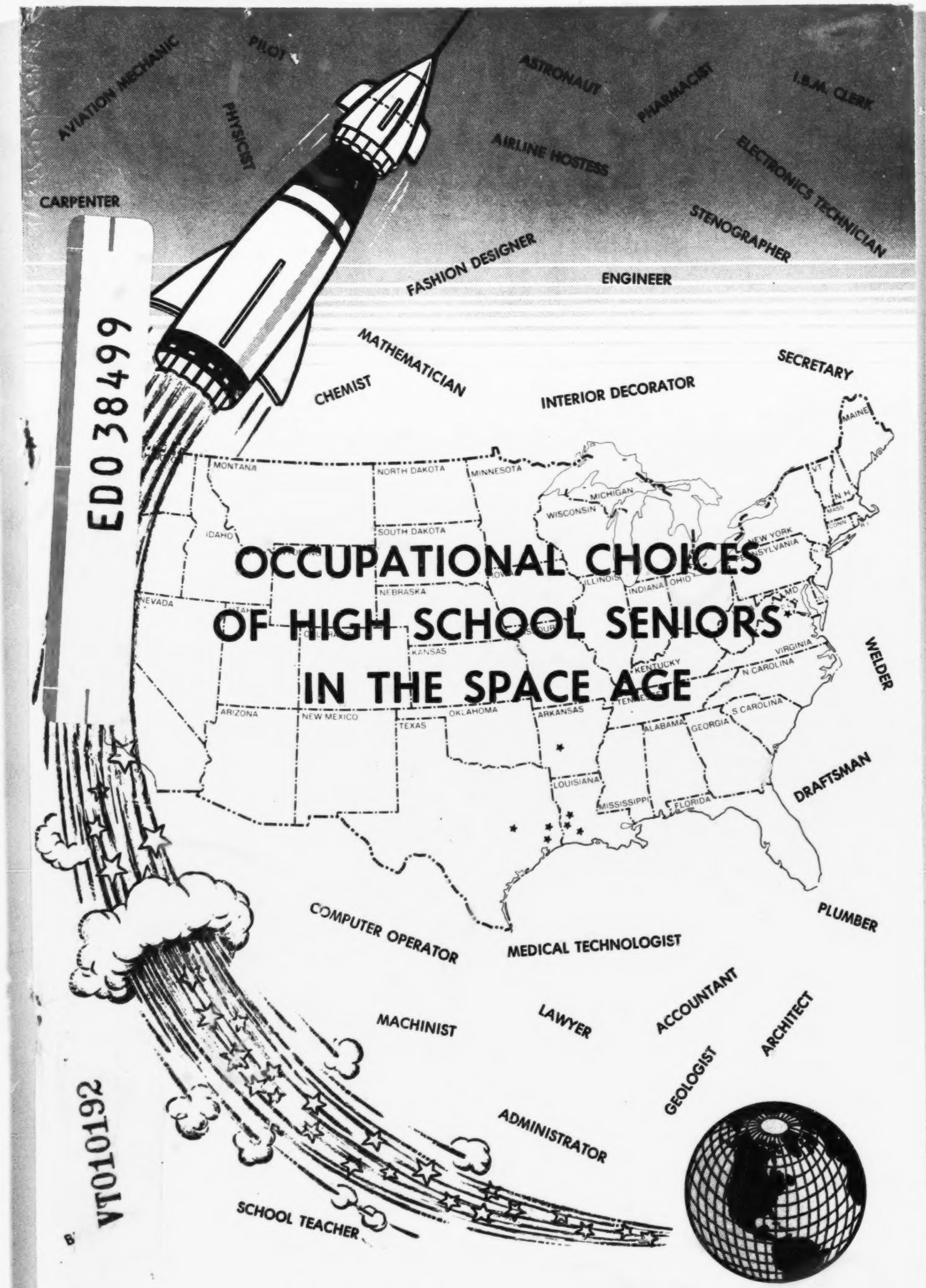

OCCUPATIONAL CHOICES OF HIGH SCHOOL SENIORS IN THE SPACE AGE

AVIATION MECHANIC
PILOT
PHYSICIST
ASTRONAUT
PHARMACIST
I.B.M. CLERK
AIRLINE HOSTESS
ELECTRONICS TECHNICIAN
CARPENTER
STENOGRAPHER
FASHION DESIGNER
ENGINEER
MATHEMATICIAN
CHEMIST
INTERIOR DECORATOR
SECRETARY
MONTANA
NORTH DAKOTA
MINNESOTA
MAINE
MICHIGAN
WISCONSIN
VT
N.H.
MASS
CONN
SOUTH DAKOTA
IDAHO
NEW YORK
PENNSYLVANIA
NEBRASKA
ILLINOIS
INDIANA
OHIO
NEVADA
MD
KANSAS
VIRGINIA
KENTUCKY
N CAROLINA
WELDER
ARIZONA
NEW MEXICO
TEXAS
OKLAHOMA
ARKANSAS
TENNESSEE
S CAROLINA
ALABAMA
GEORGIA
LOUISIANA
MISSISSIPPI
FLORIDA
DRAFTSMAN
COMPUTER OPERATOR
MEDICAL TECHNOLOGIST
PLUMBER
MACHINIST
LAWYER
ACCOUNTANT
ARCHITECT
GEOLOGIST
ADMINISTRATOR
SCHOOL TEACHER

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OCCUPATIONAL CHOICES OF HIGH SCHOOL SENIORS IN THE SPACE AGE

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FOREWORD

As a personnel man and a user of the products of our educational systems, I am extremely pleased by Dr. Turner's timely study, "Occupational Choices of High School Seniors in the Space Age."

In these times of explosive population growth and rapid technological change, one of the greatest challenges facing our Nation is the full utilization of our manpower resources. It seems to me that all of us - employer, educator, and student alike - are concerned as never before to see that each person has an opportunity to contribute according to his talents and abilities. But talents must be fostered and abilities must ultimately be matched with a particular career opportunity. It is rather obvious that this matching process cannot be completely effective if it waits to take place within the employment office.

So when does a student begin to direct himself to a particular occupation? What influences his choice? How can he be assisted in making the right choice?

Those of us who are called upon to provide vocational counseling have a vital interest in these questions. Through his study of Occupational Choices, Dr. Turner has done us a real service by providing a basis for a better understanding of students' preferences and motivation. I am extremely gratified that his publication has been so widely accepted as to require a second printing.

Stuart H. Clarke

June, 1965

Stuart H. Clarke, Chief, Personnel Division
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INTRODUCTION

The title of this publication is "Occupational Choices of High School Seniors In The Space Age." *Space Age* is used in the title mainly to attract attention of probable readers, and the publication is written in 1964 which is often referred to as the Space Age. In 1957 the writer published a similar study on "Occupational Choices of High School Seniors in Texas." That study included 1,996 seniors from sixty-three Negro high schools.

Information for this study is taken primarily from questionnaires filled out by 2,012 seniors in eighteen schools during the second semester of the school year 1963-64.

The schools are:

Allen High School — Robeline, Louisiana
Anderson High School — Austin, Texas
Bellaire High School — Houston, Texas
Berkeley High School — Berkeley, California
Campti-Creston High School — Chestnut, Louisiana
Central High School — Natchitoches, Louisiana
Charlton-Pollard High School — Beaumont, Texas
Elmore High School — Houston, Texas
Hebert High School — Beaumont, Texas
Kashmere Gardens High School — Houston, Texas
Milby High School — Houston, Texas
St. Matthews High School — Natchitoches, Louisiana
Washington High School — Houston, Texas
Western High School — Washington, D.C.
Wheatley High School — Houston, Texas
Worthing High School — Houston, Texas
Yates High School — Houston, Texas
Yerger High School — Hope, Arkansas

Less than 50 per cent of the students in two schools (Berkeley and Western) are Negroes. None of the students in two schools (Bellaire and Milby) are Negroes. Students included in the study from the other fourteen schools are all Negroes.

Table 39 lists sixteen Negro high schools in Texas from which information was obtained on enrollments, graduates, and offerings.

The material taken or derived from census data is included to provide the reader with a better understanding of the facts and implications of the data supplied on the questionnaires by the students and counselors.

The writer hopes the publication will be read carefully especially by students, teachers, counselors, and administrators. The main purpose of the publication is to provoke thinking among students, especially Negro students, which may cause them to make occupational choices more objectively, and to assist counselors in doing their work more effectively. Opportunities to discuss professionally the facts, opinions, and implications in this publication with interested individuals and groups are welcomed.

Acknowledgement and thanks are extended to the administrators, counselors, teachers and students of the various school systems who assisted in collecting the data.

The study was made in connection with a project (Minority Manpower Resources Study) the writer had the privilege of working on last year under a contract between Texas Southern University and the National Aeronautics and Space Administration-Manned Spacecraft Center (NASA-MSC). The cooperation and encouragement given by officials at NASA-MSC were most helpful in making the study.

Thanks are also extended to the T. J. Bettes Company and the Gulf Oil Corporation for financial assistance given to the School of Industries. A part of that financial assistance was used to complete this study during the summer, in that the contract between Texas Southern University and NASA-MSC ended June 30, 1964.

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Population and Occupations

"Work and jobs exist because there is a population to be served. The larger the population, the more needs there are to be met; hence more jobs. The changing age composition and other characteristics of the population will also affect to some extent the kinds of goods and services that will be needed, which in turn will influence the kinds of jobs that will develop."[1]

The above statement describes by implication the population and educational picture in the United States today. The first national census was taken in 1790; the population was 4,000,000. In 1870 the number of gainful workers was approximately 13,000,000; more than half of those workers were employed in agriculture. The United States was primarily a nation of farmers. The number of people gainfully employed increased from 13,000,000 in 1870 to approximately 60,000,000 in 1950. As of March 1963 the number of employed civilian workers in this country was 67,148,000. The increase has been in non-farm occupations.

In 1870, farm workers in the United States numbered 6,849, 772, or 53 per cent of the gainful workers. In 1950 farm workers numbered 6,837,652, which was 11.6 per cent of the gainful workers who had increased in number to approximately 60,000,000.

The *experienced civilian labor force* of the United States in 1960 was 67,990,000, 5.8 per cent or 3,950,000 of whom were farmers. The labor force and the number of people employed continue to increase, whereas the number of people needed as farm workers continues to decrease. The labor force is expected to reach 93,000,000 by 1975 and the total population is expected to be 226,000,000. Tables 1 and 2 provide additional information concerning the labor force and employment in the United States.

1—*Occupational Outlook Handbook,* 1963-64 Edition, U.S. Department of Labor, Washington, D.C., p. 11.

Table 1

EXPERIENCED CIVILIAN LABOR FORCE IN THE UNITED STATES[2]

YEAR	TOTAL	FARM	PER CENT	NON-FARM	PER CENT
1940	51,934,000	8,894,000	17.1	43,040,000	82.9
1950	59,230,000	6,850,000	11.6	52,372,000	88.4
1960	67,990,000	3,950,000	5.8	64,040,000	94.2

Persons 14 years old and over. Figures for 1960 include Alaska and Hawaii.

Table 2

EMPLOYED AND UNEMPLOYED WORKERS IN THE UNITED STATES[2]

YEAR	EMPLOYED	UNEMPLOYED	PER CENT
1940	47,520,000	8,120,000	14.6
1945	52,820,000	1,040,000	1.9
1950	59,748,000	3,351,000	5.3
1960	66,681,000	3,931,000	5.6
1963 (March)	67,148,000	4,501,000	6.3

The population, labor force, and number of people employed in the United States continue to increase; at the same time there continues to be several million people who are unemployed. Part of the reason for the unemployment is indicated by Dr. Grant Venn under the heading "The New Technology" in his book Man, Education, and Work.[3] Dr. Venn states that —

"The impact of these devices (automated machines) on the labor market has been profound. Automatic elevators have recently displaced 40,000 elevator operators in New York City alone. New equipment in the Census Bureau enabled 50 statisticians to do the work in 1960 that required 4,000 such people in 1950. The check-writing staff in the Treasury Department has been reduced from 400 people to four. The airline flight engineer and the railroad fireman may soon disappear completely. Ponderous mechanical cotton pickers have, in the last four years, reduced farm jobs in lush Tulare County, California, from 25,000 to 17,000. Thirty thousand packinghouse workers have been 'automated out' of their jobs in the past few years.

2—Edwin D. Goldfield, *Statistical Abstract of the United States*, U.S. Department of Commerce, U.S. Government Printing Office, Washington 1963. p. 218 and 220.

3—Grant Venn, *Man, Education, and Work*, American Council on Education, Washington, D.C., 1964, p. 4.

Enormous machines have helped reduce employment in the coal fields from 415,000 in 1950 to 136,000 in 1962.

"While construction work has leaped 32 per cent since 1956, construction jobs have shown a 24 per cent decline . . .

"It seems only a matter of time until a substantial part of the present national employment succumbs to technological advance; many of the present tasks of farm workers, laborers, semiskilled operatives, service workers, craftsmen, and middle management administrators have a high likelihood of technological elimination.

"The full impact of the new technology has been slow to register on the American consciousness. To date, the instances of 'technological unemployment' are like the cap of an iceberg: the difficulty of appreciating what is below lures many into believing we can sail blithely ahead without changing course."

The words *work, job, vocation, occupation, trade, profession,* and *position* are used to refer to what a person chooses to earn a livelihood. Occupation is the term the writer chooses to use at this time. Many classifications of occupations can be made. In 1947 Kitson said "wage earners are engaged in approximately 20,000 occupations. The exact number can never be determined, for occupations are constantly changing."

The United States Employment Service has classified occupations into seven major groups as follows:

1. Professional and managerial occupations
    a. Professional occupations
    b. Semiprofessional occupations
    c. Managerial and official positions
2. Clerical and sales occupations
    a. Clerical and kindred occupations
    b. Sales and kindred occupations
3. Service occupations
    a. Domestic service occupations
    b. Personal service occupations
    c. Protective service occupations
    d. Building service workers and porters
4. Agricultural, fishery, forestry, and kindred occupations
    a. Agricultural, horticultural, and kindred occupations
    b. Fishery occupations
    c. Forestry (except logging) and hunting and trapping occupations

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4—Harry D. Kitson, *I Find My Vocation*, McGraw-Hill Book Company, Inc., New York, 1947, p. 12.

5. Skilled occupations
6. Semiskilled occupations
7. Unskilled occupations.

Many persons and agencies interested in specific descriptions of occupations, codes, *et cetera,* make frequent use of the *Dictionary of Occupational Titles,* a government publication. Its definitions are brief, simple, and clear. Students, guidance counselors, and employment seekers should be well acquainted with the *Dictionary*. The 1949 edition contains 22,000 defined jobs or occupations. A new edition of the *Dictionary* is being prepared for publication in 1965. The new edition is expected to contain approximately 6,000 new classifications.

The different classes of workers and the number of people employed in each class should be of interest to students and guidance counselors. The number of people employed in eleven categories in the United States in 1950, 1960 and 1963 are shown in Table 3.

Table 3

CLASSES OF WORKERS IN THE UNITED STATES IN THREE YEARS[5]

CLASS OF WORKERS	1950	1960	1963
Professional, technical, and kindred workers	4,490,000	7,475,000	8,480,000
Farmers and farm managers	4,393,000	2,780,000	2,381,000
Managers, officials, and proprietors, except farm	6,429,000	7,067,000	7,309,000
Clerical and kindred workers	7,632,000	9,783,000	10,220,000
Sales workers	3,822,000	4,401,000	4,248,000
Craftsmen, foremen and kindred workers	7,670,000	8,560,000	8,460,000
Operatives and kindred workers	12,146,000	11,986,000	12,184,000
Private household workers	1,883,000	2,216,000	2,360,000
Service workers, except private household	4,652,000	6,133,000	6,726,000
Farm laborers and foremen	3,015,000	2,615,000	1,647,000
Laborers, except farm and mine	3,520,000	3,665,000	3,133,000
Totals	59,652,000	66,681,000	67,148,000

The information thus far presented is an attempt to give a general picture of employment in the United States. Most of the material in this document is a report concerned with the occupational choices of 2,012 high school seniors. The majority of those seniors live in Houston. For that reason a few facts germane to the population and occupations in Houston are given.

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[5] —Goldfield, op. cit., 1963, p. 231.

Houston is in Harris County and the term Metropolitan Houston includes the entire county. Table 4 gives its population for six census periods from 1850 to 1960. Table 5 gives the population estimates as of January 1 from 1961 to 1964. During that four-year period the average population increase for Houston was eighty-seven people per day. It was 134 people per day in 1963. Information used in Tables 4 and 5 was provided through the courtesy of the Houston Chamber of Commerce.

Table 4

POPULATION INCREASE IN METROPOLITAN HOUSTON AND THE CITY OF HOUSTON

	METROPOLITAN HOUSTON (HARRIS COUNTY)		CITY OF HOUSTON (CORPORATE LIMITS ONLY)	
YEAR	TOTAL POPULATION	% INCREASE OVER PRECEDING CENSUS	TOTAL POPULATION	% INCREASE OVER PRECEDING CENSUS
1960	1,243,158	54.10	938,219	57.38
1950	806,701	52.51	596,163	55.04
1940	528,961	47.21	384,514	31.52
1930	359,328	92.50	292,352	111.43
1900	63,786	71.24	44,633	61.97
1850	4,668	94.30	2,396	

Table 5

ESTIMATES OF TOTAL POPULATION IN METROPOLITAN HOUSTON AND THE CITY OF HOUSTON, 1961-1964

YEAR*	METROPOLITAN HOUSTON (HARRIS COUNTY)	CITY OF HOUSTON
1964	1,405,000***	1,055,000***
1963	1,356,000	1,017,000
1962	1,314,000	990,000
1961	1,278,000	963,000

The labor force in Houston is 611,000. The percentage of unemployed people in Houston is usually below the national average. As of July, 1964 unemployment in Houston was 3.9 per cent. Tables 6, 7, and 8 give employment information for Houston in 1950 and 1960 according to census data.

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* Estimate for January 1 each year

*** Preliminary estimates

Table 6

CLASS OF WORKERS IN HOUSTON BY RACE AND SEX, 1950

	WHITE		NEGRO	
CLASS OF WORKER	MALE	FEMALE	MALE	FEMALE
Professional, technical, and kindred workers	21,441	9,663	967	1,259
Farmers and farm managers	1,672	88	137	9
Managers, officials and proprietors except farm	29,781	4,409	1,151	626
Clerical and kindred workers	16,455	29,390	1,326	544
Sales workers	17,557	8,045	417	377
Craftsmen, foremen, and kindred workers	48,984	1,201	3,095	106
Operatives and kindred workers	33,696	6,051	9,369	2,599
Private household workers	110	1,522	460	12,059
Service workers, except private household	7,915	8,004	7,949	6,124
Farm laborers and foremen	1,056	95	382	46
Laborers, except farm and mine	9,530	257	14,780	318
Totals	188,197	68,725	40,033	24,067

Table 7

CLASS OF WORKERS IN HOUSTON BY RACE AND SEX IN 1960

	WHITE		NEGRO	
CLASS OF WORKER	MALE	FEMALE	MALE	FEMALE
Professional, technical, and kindred worker	37,813	16,928	1,343	2,900
Farmers and farm managers	1,238	136	128	7
Managers, officials, and proprietors, except farm	38,121	5,596	1,209	551
Clerical and kindred workers	21,154	50,308	2,510	1,200
Sales workers	24,708	11,240	522	378
Craftsmen, foremen and kindred workers	58,927	1,386	4,618	207
Operatives and kindred workers	44,814	6,939	13,354	2,762
Private household workers	138	2,291	455	14,812
Service workers, except private household	10,263	11,930	10,170	9,879
Farm laborers and foremen	985	151	405	26
Laborers, except farm and mine	11,254	374	13,964	371
Occupations not reported	15,240	8,130	5,375	3,242
Totals	264,655	115,409	54,053	36,335

1960 Census — A total of 863 "other non-white" males were reported and 317 "other non-white" females were working in the different categories.

Table 8

TOTAL NUMBER OF HOUSTON WORKERS IN 1960 AND PERCENTAGE OF WHOM ARE NEGROES

CLASS OF WORKER	TOTAL NUMBER OF WORKERS	TOTAL NUMBER OF NEGRO WORKERS	PERCENTAGE
Professional, technical, and kindred workers	58,984	4,243	7.1
Farmers and farm managers	1,505	135	8.9
Managers, officials, and proprietors, except farm	45,477	1,760	38.7
Clerical and kindred workers	75,172	3,710	4.9
Sales workers	36,848	900	2.4
Craftsmen, foremen and kindred workers	65,138	4,825	7.4
Operatives and kindred workers	67,869	16,116	23.7
Private household workers	17,696	15,267	86.2
Service workers, except private household	42,242	20,049	47,4
Farm laborers and foremen	1,567	431	27.5
Laborers, except farm and mine	25,963	14,335	55.2
Occupations not reported	31,987	8,617	26,9
Totals	470,448	90,388	19.2

A very significant study was made in 1962 of the Houston-Gulf Coast Area on Manpower needs in that area. The study was made by the Texas Employment Commission in cooperation with the Chambers of Commerce in the area. During the five-year period, 1962 through 1966, there will be 177,000 jobs to be filled in the Houston-Gulf Coast area, while job-seekers will number 162,000 during that period. More than 100,000 of the jobs will be new jobs as a result of the industrial and economic growth in the area. A manpower shortage of sizeable proportions is inevitable. The shortage of *trained, qualified* manpower will be even more acute.[6] It is pointed out in the same study that the supply of unskilled workers in the area exceeds the demand for them by several thousand.

Doubtless, the greatest single occupational asset to the Houston area in its history is the National Aeronautics and Space Administration — Manned Spacecraft Center (NASA-MSC). It was transferred to Houston from Virginia in 1961, and located temporarily in leased facilities. Permanent facilities have been constructed on 1,600 acres approximately twenty-two miles from downtown Houston.

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[6] —A Report, *Manpower patterns Through 1966*, The Texas Employment Commission, Austin, December, 1962. p. 3.

Most of the work force at NASA-MSC is in scientific and technical occupations. The full work force will approximate 5,000. That number is expected to be reached in 1965. Table 9 shows a distribution of the employees for a three-year period.

Table 9

DISTRIBUTION OF WORK FORCE AT NASA-MSC

CLASSIFICATION	PERCENT AVERAGE	NUMBER OF EMPLOYEES 1962	1963	1964
Administrative	10.7	180	376	457
Clerical	22.1	414	746	892
Engineers and Technicians	58.4	1006	1940	2611
Blue Collar Workers	8.8	186	283	317
Totals	100.0	1786	3345	4277

During the three-year period an average of 58.4 per cent of the employees were engineers and technicians. The blue collar workers include the skilled craftsmen, semi-skilled and unskilled laborers, and their supervisors. They comprise 8.8 per cent of the employees.

Students who major in one of the following areas are encouraged to seek employment with NASA-MSC:

Astrophysics
Astrophysics
Chemistry
Mathematics
Physics
Engineering Mechanics
Engineering Physics

Aeronautical Engineering
Ceramic Engineering
Chemical Engineering
Electronic Engineering
Electrical Engineering
Mechanical Engineering
Nuclear Engineering

Well qualified clerical workers are also encouraged to apply for employment with NASA-MSC, especially if they can demonstrate through Civil Service Examinations that they are competent and can qualify for a GS-4 rating or above.

It should be pointed out that employment opportunities with NASA-MSC represent only a small percentage (approximately 0.9%) of the employment opportunities in Houston. As of July, 1964, 577,171 people were employed in Houston and NASA-MSC is expected to have approximately 5,000 employees in 1965. Fortunately many of the major employers in Houston as well as other places have demonstrated they are willing to employ people on the basis of merit. That is a fact which youth, particularly Negro youth, need to understand.

Attitudes Toward School Subjects

Item six in the questionnaire on occupational choices provided an opportunity for the students to indicate how well they liked nine specific subjects or course areas. The subjects listed were agriculture, business, English, foreign languages, home economics, industrial arts, mathematics, science and social studies.

The student was asked to indicate whether a subject was well liked, liked, tolerated, avoided, or hated. Many students have not had enough information concerning an area or contact with the area to form an attitude about it; in such cases students were to indicate no opportunity to know.

The largest number of students (1198) or 59.5 per cent stated they had no opportunity to know whether they liked agriculture. That is understandable because most of the students included in the study are from urban areas. The next largest (671) or 33.3 per cent indicated they didn't know whether they liked industrial arts. Most of the students in that group were girls. Six students indicated they had no opportunity to know whether they liked English; eight indicated they had no opportunity to know whether they liked social studies; and seven students indicated they had no opportunity to know whether they liked science. The writer is of the opinion that all the students (high school seniors) included in the study have taken English, science and social studies. He thinks those students did not interpret that part of the question correctly.

If a student was fond of a subject not included in either of the nine areas listed, he was requested to name that subject or area in addition to the nine listed. Eighty (80) different subjects or areas were written in by the students. The largest number of students (140) or 6.9 per cent wrote in music as a subject they liked. The second largest number (119) or 5.9 per cent wrote in physical education as a subject they liked. Some of the subjects included in the eighty written in by the students should have been included in the nine areas listed on the questionnaire checked by the students. For example, six students wrote in chemistry and two students wrote in physics. Both chemistry and physics could have been checked on the questionnaire under the heading of science.

Table 10

ADDITIONAL SUBJECTS LIKED BY STUDENTS ACCORDING TO WRITE-INS

SUBJECT	NUMBER OF STUDENTS	SUBJECT	NUMBER OF STUDENTS
Anthropology	1	Literature	1
Architecture	2	Mechanical Drawing	1
Architectural Drawing	3	Mechanical Engineering	1
Art	38	Medical Science	1
Arts and Crafts	5	Medicine	3
Auto Mechanics	16	Machinery	1
Banking	1	Metal Trades	1
Barbering	2	Military Science	5
Biology	4	Ministry	1
Bookkeeping	2	Modern Dance	2
Butchering	1	Music	140
Chemistry	6	Nuclear Science	1
Civics	3	Nursing	32
Clinical Assistant	1	Occupational Therapy	1
Commercial Art	2	Office Practice	3
Commercial Foods	3	Physical Therapy	3
Commercial Law	1	Physical Education	119
Communications	1	Physics	2
Cooking	1	Physiology	2
Cosmetology	14	Philosophy	1
Dancing	1	Public Speaking	3
Decorative Arts	1	Psychology	4
Drafting	21	R.O.T.C.	9
Dramatics	5	Religion	1
Drivers Education	1	Safety	2
Economics	4	Secretarial Training	1
Electronics	13	Shorthand	5
Elementary Education	2	Social Work	4
Engineering	3	Social Relations	1
Fine Arts	9	Sociology	5
First Aid	5	Special Education	1
German	1	Speech	22
Government	3	Speech and Drama	5
Health Education	2	Squadron	4
History	16	Stenography	2
Homemaking	1	Teaching	1
Journalism	14	T.V. & Radio Broadcasting	1
Latin	1	Typing	11
Law	8	Vocational Metals	1
Library Science	17	Welding	1

It was interesting to observe attitudes of students toward different subjects. English ranked first as a subject liked by students. Foreign languages ranked first as a subject hated by students. Fifteen hundred thirty (1530) or 76.0 per cent of the students indicated they liked English. One hundred thirteen (113) or 5.6 per cent of the students indicated they hated foreign languages.

Social studies, science, and mathematics were liked by most of the students. Thirteen hundred ninety four (1394) or 69.3 per cent of the students indicated they liked social studies. Thirteen hundred twenty (1320) or 65.6 per cent indicated they liked science. Twelve hundred sixty-three (1263) or 62.8 per cent indicated they liked mathematics. The percentages are based on the total number of students (2,012) from eighteen schools filling out questionnaires used in the study.

Table 11 shows a composite listing of the attitudes of students toward nine different subjects or areas; that is, whether the subject was well liked, liked, tolerated, avoided, hated, or one which students had had no opportunity to know. Following the composite listing of the eighteen schools, there is a table for each school indicating the attitudes of the students in the respective schools. The faculties of the respective schools will doubtless have a keen interest in the students' attitudes toward various subjects in their particular schools.

Often when a student expresses a like or a dislike for a subject he is giving his appraisal, sometimes unconsciously, of the quality of teaching he experienced when he took the subject. This is not to mean that if there is *good* teaching students will always enjoy and like a subject. Neither is it to mean that *poor* teaching will always cause students to hate or try to avoid a subject. The writer firmly believes there is a high correlation between *good teaching* and students' attitudes toward school subjects. A thorough knowledge of subject matter is a necessary pre-requisite for good teaching, but does not assure it.

Students don't tend to shun subjects regarded as difficult if the teaching is what it should be. For example, chemistry is regarded by many people as a difficult subject. The writer regards his high school chemistry teacher (Dr. K. A. Huggins) as the most exacting, and from some angles, the *hardest subject-matter* teacher he ever had. Dr. Huggins was regarded as a hard teacher, yet he was very understanding of students' backgrounds. He made an effort to find where the students were educationally and met them on their educational level and then put forth extra efforts to bring them up to the level of the prescribed course. He usually succeeded. Very few students failed chemistry under him.

Table 11

ATTITUDES OF SENIORS AT EIGHTEEN HIGH SCHOOLS TOWARD SUBJECT

	WELL LIKED		LIKED		TOLERATED		AVOIDED		HATED		NO OPPORTUNITY TO KNOW		NO ANSWER GIVEN	
		%		%		%		%		%		%		%
a. Agriculture	90	4.0	214	10.6	137	6.2	124	6.2	31	1.5	1198	59.5	218	10.8
b. Business	530	26.3	680	33.8	197	9.8	90	4.0	16	0.8	357	17.7	142	7.1
c. English	552	27.4	978	48.6	300	14.9	34	1.6	44	2.2	6	0.3	98	4.9
d. Foreign Languages	274	13.6	544	27.0	432	21.5	185	9.2	113	5.6	306	15.2	158	7.9
e. Home Economics	572	28.4	515	25.6	154	7.7	95	4.7	37	1.8	471	23.4	168	8.3
f. Industrial Arts	416	20.7	352	17.5	155	7.7	107	5.3	43	2.1	671	33.3	268	13.3
g. Mathematics	479	23.8	784	39.0	421	20.9	89	4.4	94	4.7	16	0.8	129	6.4
h. Science	550	27.3	770	38.3	376	18.7	84	4.2	78	3.9	7	0.3	147	7.3
i. Social Studies	592	29.4	802	39.9	280	13.9	42	2.1	60	3.0	8	0.4	228	11.3

Table 12

ATTITUDES OF SENIORS AT ALLEN HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED		LIKED		TOLERATED		AVOIDED		HATED		NO OPPORTUNITY TO KNOW	
		%		%		%		%		%		%
a. Agriculture	2	7.1	3	10.7	–	–	–	–	–	–	19	67.9
b. Business	8	28.6	6	21.4	3	10.7	1	3.6	–	–	5	17.9
c. English	15	19.7	17	22.4	–	–	–	–	–	–	–	–
d. Foreign Languages	1	3.6	3	10.7	–	–	–	–	–	–	16	57.1
e. Home Economics	14	50.0	11	39.3	–	–	–	–	–	–	1	3.6
f. Industrial Arts	1	3.6	3	10.7	–	–	2	7.1	–	–	17	60.7
g. Mathematics	3	10.7	11	39.3	11	39.3	–	–	1	3.6	1	3.6
h. Science	4	14.3	17	60.7	7	25.0	–	–	–	–	–	–
i. Social Studies	10	35.7	11	39.3	3	10.7	2	7.1	–	–	–	–

Table 13

ATTITUDES OF SENIORS AT ANDERSON HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	3	4.0	5	6.5	11	14.5	14	18.4	5	6.5	34	44.7
b. Business	16	21.2	33	43.4	6	7.8	4	5.3	1	1.3	11	14.5
c. English	18	23.7	34	44.7	17	22.4	--	--	2	2.6	--	--
d. Foreign Languages	5	6.5	4	5.3	13	17.1	16	21.2	10	13.2	21	27.6
e. Home Economics	19	25.0	13	17.1	7	9.2	7	9.2	4	5.3	25	32.9
f. Industrial Arts	13	17.1	12	15.8	13	17.1	10	13.2	4	5.3	17	22.4
g. Mathematics	19	25.0	19	25.0	17	22.4	10	13.2	7	9.2	2	2.6
h. Science	19	25.0	34	44.7	10	13.2	3	4.0	6	7.8	1	1.3
i. Social Studies	17	22.4	28	36.9	18	23.7	2	2.6	1	1.3	--	--

Table 14

ATTITUDES OF SENIORS AT BELLAIRE HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	2	2.2	7	7.7	2	2.2	8	8.8	4	4.4	64	70.3
b. Business	19	20.8	37	40.7	18	19.8	3	3.3	1	1.1	13	14.2
c. English	24	26.4	46	50.5	14	15.4	--	--	6	6.6	--	--
d. Foreign Languages	7	7.7	30	33.0	30	33.0	13	14.2	6	6.6	3	3.3
e. Home Economics	24	26.4	22	24.2	3	3.3	5	5.5	3	3.3	30	33.0
f. Industrial Arts	11	12.1	16	17.6	7	7.7	6	6.6	3	3.3	43	47.3
g. Mathematics	20	22.0	33	36.3	20	22.0	8	8.8	8	8.8	1	1.1
h. Science	21	23.1	30	33.0	24	26.4	8	8.8	6	6.6	--	--
i. Social Studies	35	38.5	31	34.1	17	18.7	4	4.4	1	1.1	--	--

Table 15

ATTITUDES OF SENIORS AT BERKELEY HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	1	1.1	12	13.2	11	12.1	9	9.9	2	2.2	54	59.3
b. Business	20	22.0	28	30.8	16	17.6	10	11.0	1	1.1	17	18.7
c. English	23	25.3	40	44.0	21	23.1	3	3.3	3	3.3	--	--
d. Foreign Languages	17	18.7	18	19.8	28	30.8	18	19.8	3	3.3	10	11.0
e. Home Economics	12	13.2	27	29.7	14	15.4	6	6.6	7	7.7	25	27.5
f. Industrial Arts	14	15.4	11	12.1	10	11.0	10	11.0	5	5.5	39	43.0
g. Mathematics	23	25.3	29	31.9	16	17.6	12	13.2	7	7.7	1	1.1
h. Science	28	30.8	25	27.5	21	23.1	19	20.8	4	4.4	--	--
i. Social Studies	37	40.7	27	29.7	18	19.8	1	1.1	4	4.4	1	1.1

Table 16

ATTITUDES OF SENIORS AT CAMPTI-CRESTON HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	2	10.5	6	31.6	2	10.5	1	5.3	--	--	8	42.1
b. Business	1	5.3	1	5.3	--	--	--	--	--	--	17	89.5
c. English	5	26.3	12	63.2	1	5.3	1	5.3	--	--	--	--
d. Foreign Languages	--	--	--	--	--	--	--	--	--	--	19	100.0
e. Home Economics	5	26.3	7	36.8	1	5.3	2	10.5	--	--	4	21.1
f. Industrial Arts	8	42.1	2	10.5	1	5.3	--	--	--	--	8	42.1
g. Mathematics	--	-	11	57.9	6	31.6	2	10.5	--	--	--	--
h. Science	5	26.3	10	52.6	2	10.5	1	5.3	1	5.3	--	--
i. Social Studies	7	36.8	10	52.6	2	10.5	--	--	--	--	--	--

Table 17

ATTITUDES OF SENIORS AT CENTRAL HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	14	12.9	12	11.1	7	6.5	1	0.9	2	1.9	60	55.5
b. Business	16	14.8	25	23.2	5	4.6	8	7.4	1	0.9	43	39.8
c. English	31	28.7	46	41.1	16	14.8	1	0.9	3	2.7	3	2.7
d. Foreign Languages	8	7.4	6	5.6	3	2.7	2	1.9	1	0.9	74	68.4
e. Home Economics	34	31.5	24	22.2	7	6.5	3	2.7	1	0.9	26	24.1
f. Industrial Arts	17	15.8	1	0.9	4	3.7	1	0.9	3	2.7	55	50.9
g. Mathematics	32	29.6	38	35.2	24	22.2	--	--	4	3.7	--	--
h. Science	30	27.8	48	44.4	12	11.1	1	0.9	4	3.7	1	0.9
i. Social Studies	25	23.2	44	40.7	16	14.8	2	1.9	4	3.7	1	0.9

Table 18

ATTITUDES OF SENIORS AT CHARLTON-POLLARD HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	5	5.2	7	7.3	5	5.2	6	6.2	--	--	52	54.2
b. Business	25	26.0	28	29.2	14	14.6	1	1.0	--	--	16	16.7
c. English	39	40.6	47	49.0	5	5.2	1	1.0	--	--	--	--
d. Foreign Languages	14	14.6	33	34.3	14	14.6	5	5.2	4	4.2	9	9.6
e. Home Economics	25	26.0	30	31.2	2	2.2	6	6.2	1	1.0	8	8.3
f. Industrial Arts	13	13.5	18	18.8	4	4.2	5	5.2	4	4.2	30	31.2
g. Mathematics	34	35.4	30	31.2	15	15.6	1	1.0	1	1.0	1	1.0
h. Science	18	18.8	35	36.5	25	26.0	1	1.0	1	1.0	--	--
i. Social Studies	32	33.4	34	35.4	9	9.6	1	1.0	1	1.0	--	--

Table 19

ATTITUDES OF SENIORS AT ELMORE HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	--	--	2	4.0	2	4.0	1	2.0	--	--	44	88.0
b. Business	14	28.0	15	30.0	2	4.0	6	12.0	1	2.0	11	22.0
c. English	5	10.0	26	52.0	15	30.0	1	2.0	3	6.0	--	--
d. Foreign Languages	1	2.0	6	12.0	7	14.0	10	20.0	5	10.0	20	40.0
e. Home Economics	14	28.0	10	20.0	2	4.0	3	6.0	3	6.0	18	36.0
f. Industrial Arts	11	22.0	12	24.0	1	2.0	1	2.0	--	--	25	50.0
g. Mathematics	12	24.0	19	38.0	15	30.0	1	2.0	2	4.0	--	--
h. Science	10	20.0	14	28.0	20	40.0	--	--	3	6.0	1	2.0
i. Social Studies	8	16.0	27	54.0	6	12.0	1	2.0	3	6.0	--	--

Table 20

ATTITUDES OF SENIORS AT HEBERT HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	3	2.8	1	0.9	--	--	--	--	--	--	101	95.3
b. Business	25	23.6	33	31.1	10	9.4	6	5.7	--	--	30	28.3
c. English	38	35.8	58	54.7	8	7.5	1	0.9	1	0.9	--	--
d. Foreign Languages	16	15.1	17	16.0	9	8.5	13	12.3	1	0.9	46	43.4
e. Home Economics	16	15.1	16	15.1	6	5.7	7	6.6	--	--	58	54.7
f. Industrial Arts	16	15.1	10	9.4	7	6.6	7	6.6	1	0.9	64	60.4
g. Mathematics	15	14.1	53	50.0	33	31.1	4	3.8	1	0.9	--	--
h. Science	41	39.6	52	50.0	12	11.3	--	--	--	--	--	--
i. Social Studies	36	34.0	48	45.3	16	15.1	1	0.9	2	1.9	--	--

Table 21

ATTITUDES OF SENIORS AT KASHMERE GARDENS HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	9	4.4	20	9.9	14	6.9	12	5.9	1	0.5	119	58.6
b. Business	56	27.6	71	35.0	14	6.9	2	1.0	--	--	36	17.7
c. English	63	31.0	97	47.8	28	13.8	2	1.0	--	--	--	--
d. Foreign Languages	40	19.7	78	38.4	47	23.2	10	4.9	11	5.4	2	1.0
e. Home Economics	78	38.4	55	27.1	17	8.4	7	3.4	3	1.5	26	12.8
f. Industrial Arts	53	26.1	48	23.6	17	8.4	10	4.9	7	3.4	41	20.2
g. Mathematics	51	25.1	76	37.4	35	17.2	15	7.4	9	4.4	1	0.5
h. Science	44	21.7	85	41.9	43	21.2	8	3.9	8	3.9	--	--
i. Social Studies	68	33.5	69	34.0	28	13.8	6	3.0	5	2.5	--	--

Table 22

ATTITUDES OF SENIORS AT MILBY HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	5	6.2	8	10.0	2	2.5	3	3.8	2	2.5	57	71.2
b. Business	33	41.2	23	28.8	12	15.0	3	3.8	1	1.2	8	10.0
c. English	22	27.5	38	47.5	16	20.0	--	--	4	5.0	--	--
d. Foreign Languages	6	7.5	20	25.0	18	22.5	8	10.0	15	18.7	13	16.2
e. Home Economics	13	16.2	23	28.8	9	11.2	1	1.2	1	1.2	31	38.6
f. Industrial Arts	19	23.8	10	12.5	9	11.2	4	5.0	1	1.2	34	42.5
g. Mathematics	12	15.0	33	41.2	22	27.5	5	6.2	7	8.7	1	1.2
h. Science	11	13.7	31	38.7	22	27.5	9	11.2	5	6.2	1	1.2
i. Social Studies	23	28.8	28	35.0	18	22.5	3	3.8	8	10.0	–	–

Table 23

ATTITUDES OF SENIORS AT ST. MATTHEW HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture			11	22.0	9	18.0	5	10.0	1	2.0	15	30.0
b. Business	9	18.0	20	40.0	6	12.0	1	2.0	2	4.0	5	10.0
c. English	13	26.0	20	40.0	9	18.0	1	2.0	1	2.0	--	--
d. Foreign Languages	2	4.0	3	6.0	8	16.0	2	4.0	--	--	24	48.0
e. Home Economics	3	6.0	10	20.0	10	20.0	5	10.0	2	4.0	13	26.0
f. Industrial Arts	7	14.0	6	12.0	3	6.0	2	4.0			19	38.0
g. Mathematics	10	20.0	18	36.0	10	20.0	2	4.0	2	4.0	--	--
h. Science	8	16.0	11	22.0	11	22.0	1	2.0	6	12.0	--	--
i. Social Studies	12	24.0	24	48.0	10	20.0	--	--	--	--	1	2.0

Table 24

ATTITUDES OF SENIORS AT WASHINGTON HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	6	3.2	23	12.4	7	3.8	11	5.9	8	4.3	98	53.0
b. Business	56	30.3	64	34.5	13	7.0	8	4.3	2	1.1	28	15.1
c. English	41	22.2	108	58.4	16	8.6	2	1.1	4	2.2	--	--
d. Foreign Languages	24	13.0	63	34.1	45	24.3	13	7.0	13	7.0	6	3.2
e. Home Economics	70	37.8	37	20.0	10	5.4	5	2.7	3	1.6	38	20.5
f. Industrial Arts	40	21.6	54	29.1	11	5.9	7	3.8	7	3.8	38	20.5
g. Mathematics	49	26.3	69	31.9	27	14.6	6	3.2	11	5.9	1	0.5
h. Science	69	37.3	65	35.1	16	8.6	8	4.3	5	2.7	--	--
i. Social Studies	66	35.7	74	40.0	17	9.2	4	2.2	6	3.2	--	--

Table 25

ATTITUDE OF SENIORS AT WESTERN HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	2	1.9	15	14.0	8	7.5	6	5.6	--	--	62	57.9
b. Business	38	35.5	40	37.4	16	15.0	4	3.7	1	0.9	8	7.5
c. English	26	24.3	63	58.9	15	14.0	2	1.9	1	0.9	--	--
d. Foreign Languages	16	15.0	28	26.2	21	19.6	19	17.7	4	3.7	18	16.8
c. Home Economics	27	25.2	24	22.4	13	12.1	8	7.5	5	4.7	28	26.2
f. Industrial Arts	27	25.2	21	19.6	11	10.3	5	4.7	--	--	36	33.6
g. Mathematics	15	14.0	53	49.5	28	26.2	1	0.9	9	8.4	--	--
h. Science	30	28.0	45	42.1	16	15.0	9	8.4	7	6.5	--	--
i. Social Studies	30	28.0	42	39.3	23	21.5	3	2.8	4	3.7	1	0.9

Table 26

ATTITUDES OF SENIORS AT WHEATLEY HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	3	1.9	12	7.6	10	6.4	5	3.2	2	1.3	107	68.1
b. Business	46	29.3	57	36.3	14	8.9	4	2.5	1	0.6	19	12.1
c. English	34	21.6	74	47.1	30	19.1	6	3.8	4	2.5	1	0.6
d. Foreign Languages	13	8.3	55	35.0	41	26.1	15	9.5	11	7.0	6	3.8
e. Home Economics	43	27.4	43	27.4	20	12.7	8	5.1	1	0.6	29	18.5
f. Industrial Arts	37	23.5	30	19.1	21	13.4	7	4.5	2	1.3	39	25.0
g. Mathematics	35	22.3	61	38.9	33	21.0	7	4.5	5	3.2	1	0.6
h. Science	43	27.4	60	38.2	29	18.5	5	3.2	5	3.2	--	--
i. Social Studies	36	22.9	62	40.0	29	18.5	2	1.3	7	4.5	--	--

Table 27

ATTITUDES OF STUDENTS AT WORTHING HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	10	4.5	30	13.4	26	11.6	14	6.2	1	0.4	113	50.4
b. Business	56	25.0	96	42.4	20	8.9	11	4.9	1	0.4	22	9.9
c. English	62	27.7	97	43.3	31	13.8	7	3.1	9	4.0	—	—
d. Foreign Languages	33	14.7	73	32.6	58	25.9	17	7.6	20	8.9	4	1.8
e. Home Economics	71	31.3	69	30.8	21	9.4	9	4.0	3	1.3	29	12.9
f. Industrial Arts	52	23.2	39	17.9	17	7.6	18	8.0	3	1.3	68	30.4
g. Mathematics	66	29.5	96	42.9	33	14.7	2	0.9	11	4.9	2	0.9
h. Science	59	26.3	90	40.2	42	18.7	3	1.9	7	3.1	1	0.4
i. Social Studies	52	23.2	102	45.5	28	12.5	3	1.3	5	2.2	2	0.9

Table 28

ATTITUDES OF SENIORS AT YATES HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	11	4.0	26	9.4	20	7.2	24	8.7	3	1.1	172	62.3
b. Business	82	29.7	92	33.3	19	6.8	11	4.0	2	0.7	56	20.3
c. English	76	27.5	131	47.5	52	18.8	4	1.4	2	0.7	1	0.4
d. Foreign Languages	67	24.3	99	35.9	74	26.8	12	4.3	6	2.2	8	2.9
e. Home Economics	83	30.0	88	31.9	12	4.3	13	4.7	1	0.4	65	23.6
f. Industrial Arts	73	26.4	49	17.8	17	6.2	10	3.6	2	0.7	73	26.4
g. Mathematics	66	23.6	116	42.0	71	25.7	6	2.2	4	1.4	1	0.4
h. Science	93	33.7	101	36.5	54	19.6	2	0.7	8	2.9	—	—
i. Social Studies	87	31.5	122	44.2	37	13.4	4	1.4	6	2.2	—	—

Table 29

ATTITUDES OF SENIORS AT YERGER HIGH SCHOOL TOWARD SUBJECTS

	WELL LIKED	%	LIKED	%	TOLERATED	%	AVOIDED	%	HATED	%	NO OPPORTUNITY TO KNOW	%
a. Agriculture	12	18.5	14	21.5	1	1.5	4	6.2	--	--	19	29.2
b. Business	10	15.4	11	16.9	9	13.8	7	10.8	2	3.1	10	15.4
c. English	17	26.2	24	36.9	6	9.2	1	1.5	--	--	--	--
d. Foreign Languages	4	6.2	8	12.3	16	24.6	12	18.5	3	4.6	7	10.8
e. Home Economics	21	32.3	6	9.2	--	--	--	--	1	1.5	17	26.2
f. Industrial Arts	4	6.2	10	15.4	2	3.1	2	3.1	1	1.5	25	38.5
g. Mathematics	17	26.2	19	29.2	5	7.7	3	4.6	4	6.2	1	1.5
h. Science	16	24.6	17	26.2	9	13.8	5	7.7	1	1.5	--	--
i. Social Studies	11	16.0	19	29.2	7	10.8	3	4.6	2	3.1	2	3.1

A careful study of Tables 11 through 29 should cause high school administrators, counselors, and teachers much concern about attitudes of students toward school subjects, especially the percentage of students who indicated they avoided a subject, hated a subject, or had no opportunity to know whether they liked a subject. Those attitudes may be caused by such factors as (a) lack of proper motivation, (b) limited or narrow educational and cultural background, (c) poor teaching, and (d) curricular offerings too limited.

Occupational Choices

The United States Department of Labor classified occupations, according to the *Dictionary of Occupational Titles* (*D.O.T.*), into seven major groups, namely, (1) professional and managerial, (2) clerical and sales, (3) service, (4) agricultural and kindred, (5) skilled, (6) semi-skilled, and (7) unskilled. That classification was used in identifying the occupational choices of the high school seniors included in the study.

Questionnaires were used in this report from 2,012 senior students from eighteen different schools. The number of students interested in selecting occupations in the respective groups is shown in Table 30.

Table 30

GENERAL OCCUPATIONAL CHOICES OF 2,012 HIGH SCHOOL SENIORS

OCCUPATIONAL GROUPS	NUMBER OF STUDENTS	PER CENT
Professional and Managerial	1332	66.2
Clerical and Sales	283	14.1
Service	75	3.7
Agricultural and Kindred	17	.9
Skilled	65	3.2
Semi-Skilled	3	.2
Unskilled	0	.0
Not Classified	33	1.6
Undecided	204	10.1
	2012	100.0

A similiar study was made in 1957 by the writer involving 1,996 high school seniors from sixty-three schools in Texas. Sixty-six and eight-tenths (66.8) per cent of the students in that study expressed a desire to enter professional and managerial occupations. Similarly 66.2 per cent of the students in this study expressed a desire to enter professional and managerial occupations.

In the 1957 study, the students gave seventy-nine (79) different categories of occupations they hope to enter. The students in the 1964 study gave one hundred eighty-eight (188) categories of occupations they hope to enter. Nursing and teaching respectively were specified as occupational choices by more students in both studies. Of interest is it to observe that no student listed mathematics as an occupational choice in the 1957 study, whereas fifty-nine (59) students gave mathematics as their first occupational choice in the 1964 study.

Geographically and ethnically the students in the 1957 study were more homogeneous than the students in the 1964 study. The students in the 1957 study were all Negroes from sixty-three (63) Texas schools. The students in the 1964 study were from eighteen different schools in five states — Arkansas, one; California, one; District of Columbia, one; Louisiana, four; and Texas, eleven.

Thirteen hundred seventy-three (1373) or 67.7 per cent of the students in this study are from nine schools in Texas attended by Negroes only. One hundred seventy-one (171) or 8.5 per cent of the students are from two schools in Texas in which no Negroes are enrolled. One hundred ninety-eight (198) or 9.8 per cent of the students are from two schools in California and in the District of Columbia in which Negroes constitute less than fifty per cent of the enrollments. Two hundred seventy (270) or 13.4 per cent of the students are from five Negro schools in Arkansas and Louisiana.

Table 31 shows a comparison of the occupational choices of the students in thirty-seven (37) categories. Seventeen (17) of the thirty-seven occupations were not listed by the students in 1957. Only four of the thirty-seven occupations were not listed by the students in 1964.

Table 31
COMPARISON OF OCCUPATIONAL CHOICES OF STUDENTS IN THIRTY-SEVEN CATEGORIES IN 1957 AND 1964

OCCUPATIONS	STUDENTS IN 1957	STUDENTS IN1964
Accountant	17	20
Aeronautical Engineer	0	3
Airline Hostess	0	7
Archaeologist	0	1
Architect	30	17
Barber	58	12
Beautician	87	36
Biologist	0	13
Chemical Engineer	0	4
Clock and Watch Repairman	17	0
Dentist	14	8
Doctor (Physician)	74	20

Table 31

COMPARISON OF OCCUPATIONAL CHOICES OF STUDENTS IN THIRTY-SEVEN CATEGORIES IN 1957 AND 1964 (Continued)

OCCUPATIONS	STUDENTS IN 1957	STUDENTS IN 1964
Electronics Technician	0	10
Engineer	92	52
Geologist	0	2
Home Demonstration Agent	6	0
Home Economist	0	57
Homemaking Teacher	33	0
Industrial Artist	0	13
Industrial Arts (Teacher)	0	55
Lawyer	52	45
Mathematician	0	59
Medical Technologist	10	17
Meteorologist	0	1
Ministry	5	4
Nurse	290	228
Pharmacist	17	21
Physical Therapist	0	17
Physicist	0	4
Psychiatrist	0	6
Psychologist	0	13
Scientist	19	37
Secretary	112	90
Social Worker	58	61
Sociologist	0	15
Tailor	18	0
Teacher	251	186
	1260	1134

The geographical and ethnic backgrounds of the students in the two studies were a part of the cause for students selecting more occupations in 1964 than in 1957. Increased employment opportunities for qualified people without limitations based on race plus more occupational information being provided in the schools in 1964 than in 1957 are believed to be the major reasons for the increase in the variety of occupations chosen.

The majority of the students, 89.9 per cent, indicated their first occupational choice in this study. Table 32 shows by schools the number and percentage of students who named their first occupational choice.

Table 32

NUMBER OF STUDENTS BY SCHOOLS WHO NAMED THEIR FIRST OCCUPATIONAL CHOICE

SCHOOL	STUDENTS IN STUDY	NAMED CHOICE	PER CENT
Allen High School	28	22	78.6
Anderson High School	76	44	57.9
Bellaire High School	91	73	80.2
Berkeley High School	91	70	76.9
Campti-Cresta High School	19	19	100.0
Central High School	108	107	99.0
Charlton-Pollard High School	96	88	91.7
Elmore High School	50	43	86.0
Hebert High School	106	93	87.8
Kashmere Gardens High School	203	185	91.1
Milby High School	80	75	93.8
St. Matthews High School	50	47	94.0
Washington High School	185	166	89.8
Western High School	107	93	86.9
Wheatley High School	157	142	90.4
Worthing High School	224	204	91.0
Yates High School	276	276	100.0
Yerger High School	65	61	93.9
	2012	1808 (average)	89.8

In order to give a complete picture of the occupational choices of the students included in this study, Tables 33 and 34 are included. Table 33 is a combined listing of the occupations selected by each of the eighteen schools. That table provides an easy basis for comparing types of occupations chosen by students from the various schools. Table 34 lists the first and second choices of occupations of the 2,012 students as they were written. Several of the classifications could be combined. Some of the occupational designations reveal a need for a better understanding among many of the students on what constitutes an occupation.

TABLE 33
OCCUPATIONAL CHOICES OF STUDENTS FROM EIGHTEEN SCHOOLS COMPARED

Occupations	Total	Allen	Anderson	Bellaire	Berkeley	Campti-Creston	Central	Charlton-Pollard	Elmore	Hebert	Kashmere	Milby	St. Matthew	Washington	Western	Wheatley	Worthing	Yates	Yerger
Accountant	20	--	--	2	--	--	--	3	--	1	2	1	--	--	3	2	3	3	--
Actor	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Actress	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--
Aeronautical Engineer	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	2	--
Agriculturalist	11	--	--	--	--	--	2	1	--	--	1	--	--	2	--	1	2	1	1
Air-Conditioning and Refrig.	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Airline Hostess	7	--	--	1	--	--	1	--	--	--	--	3	--	--	--	2	--	--	--
Archaeologist	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Architectural Engineer	2	--	--	--	1	--	--	--	--	--	--	--	--	1	--	--	--	--	--
Architecture	17	--	--	--	--	--	2	1	--	--	4	2	--	--	1	1	1	5	--
Armed Forces	15	--	--	--	1	--	5	--	--	--	1	--	--	2	--	2	1	1	2
Artist	12	1	--	--	--	--	1	1	--	1	--	1	--	--	3	--	1	3	--
Author	4	--	--	1	2	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Auto Mechanic	8	--	--	--	--	1	--	2	1	--	1	--	--	--	--	3	--	--	--
Automotive Engineer	1	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--
Bacteriology	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--

Barber	12	--	1	--	--	1	2	2	--	--	--	--	--	2	--	1	--	--	3
Baseball	2	--	--	--	--	--	--	--	--	--	--	--	2	--	--	--	--	--	--
Basketball	1	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
Bio-Chemist	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Biologist	13	--	--	--	1	--	1	--	--	2	--	--	--	3	--	2	2	2	--
Bookkeeping	7	--	--	--	1	--	--	--	--	1	--	--	--	--	1	2	1	1	--
Brick Mason	5	--	--	--	--	--	--	--	--	2	--	1	2	--	--	--	--	--	--
Bus Girl	2	--	--	--	--	--	--	--	--	2	--	--	--	--	--	--	--	--	--
Business	140	6	--	7	5	1	3	4	11	6	19	13	1	--	9	14	20	17	4
Business Administrator	6	--	5	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
Business Education	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Business Executive	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--
Butcher	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Cabinet Making	1	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--
Carpenter	4	--	1	--	--	--	--	1	--	2	--	--	--	--	--	--	--	--	--
Cashier	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Certified Public Accountant	3	--	--	1	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--
Chef (cook)	4	--	--	--	1	--	--	--	--	--	--	--	--	2	--	--	1	--	--
Chemical Engineer	4	--	--	1	--	--	--	2	--	1	--	--	--	--	--	--	--	--	--
Chemist	6	--	1	1	--	--	--	--	--	--	--	--	--	--	1	1	2	--	--
Child Psychiatrist	2	--	--	--	--	--	--	--	--	--	--	2	--	--	--	--	--	--	--
Child Psychologist	1	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Civics	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Civil Engineer	2	--	--	--	--	--	1	--	--	--	1	--	--	--	--	--	--	--	--
Civil Service	3	--	1	--	--	--	--	--	--	--	--	--	--	--	--	1	1	--	--

TABLE 33

OCCUPATIONAL CHOICES OF STUDENTS FROM EIGHTEEN SCHOOLS COMPARED (Continued)

Occupations	Total	Allen	Anderson	Bellaire	Berkeley	Campti-Creston	Central	Charlton-Pollard	Elmore	Hebert	Kashmere	Milby	St. Matthew	Washington	Western	Wheatley	Worthing	Yates	Yerger
Clerical Worker	9	--	--	--	2	--	--	1	--	--	--	--	--	--	6	--	--	--	--
Clerk	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Clerk-Typist	3	--	--	--	1	--	--	--	--	--	--	--	--	--	2	--	--	--	--
Coach	2	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--
Commercial Artist	8	--	--	1	--	1	--	--	--	1	--	1	--	--	--	1	--	3	--
Commercial Foods	3	--	--	--	--	--	--	--	--	--	--	--	--	2	--	--	--	1	--
Cosmetologist	36	3	2	--	--	--	5	3	3	1	2	--	--	9	1	--	3	4	--
Counselor	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
County Agent	1	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--
Data Processing	1	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--
Dental Hygiene	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Dentist	8	--	--	--	--	--	--	--	--	1	2	2	--	--	--	--	--	3	--
Designer	4	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	4	--
Dietitian	5	--	--	--	--	1	2	--	--	--	--	--	--	2	--	--	--	--	--
Director of Private School	1	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Director of Religious Edu.	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Doctor	20	--	2	1	2	--	2	2	--	2	--	1	--	3	--	2	--	3	--

Drafting	19	--	--	--	--	--	--	--	--	12	--	--	--	--	2	2	1	2	--
Dress Designer	5	--	--	--	1	--	3	--	--	--	1	--	--	--	--	--	--	--	--
Economist	1	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--
Education	3	--	--	--	1	--	--	--	--	--	--	1	--	1	--	--	--	--	--
Electrical Engineer	3	--	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--	1
Electrical Technician	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Electrician	7	--	--	--	--	--	1	--	--	--	1	--	1	--	--	1	2	--	1
Electronics Technician	10	--	--	--	--	--	--	1	3	--	--	--	--	--	--	1	--	5	--
Elementary Education	4	--	--	--	--	--	--	--	--	4	--	--	--	--	--	--	--	--	--
Engineer	52	--	3	1	--	--	4	3	1	3	--	--	1	6	4	5	11	9	1
English	29	1	3	--	--	--	1	2	--	--	3	--	7	3	--	3	2	4	--
Entertainer	1	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--
Executive	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Farmer	3	--	--	--	--	--	--	--	--	1	--	1	--	--	--	--	--	--	1
Fashion Designer	3	--	--	1	--	--	--	--	--	1	--	1	--	--	--	--	--	--	--
Fine Arts	1	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--
First Aid	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--
Food Administration	1	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--
Football Coach	1	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
Foreign Correspondent	1	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
Foreign Languages	8	--	1	--	1	--	--	--	--	--	--	--	2	2	--	--	--	1	1
Forest Ranger	1	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--
Geologist	2	--	--	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Golfer	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Government Service	6	--	1	1	--	--	--	1	--	--	1	--	--	--	1	--	--	--	--
Hair Designer	2	--	--	--	--	--	--	--	--	--	1	--	--	--	1	--	--	--	--

TABLE 33

OCCUPATIONAL CHOICES OF STUDENTS FROM EIGHTEEN SCHOOLS COMPARED (Continued)

Occupations	Total	Allen	Anderson	Bellaire	Berkeley	Campti-Creston	Central	Charlton-Pollard	Elmore	Hebert	Kashmere	Milby	St. Matthew	Washington	Western	Wheatley	Worthing	Yates	Yerger
History	11	--	--	1	--	--	--	--	--	--	5	--	--	2	--	--	1	1	1
Home Economics	57	1	1	2	1	--	2	3	3	--	10	--	2	10	3	3	4	7	5
Housewife	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
IBM Operator	7	--	--	--	--	--	--	--	--	--	--	--	2	--	1	2	--	2	--
Illustrator	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Industrial Artist	13	--	--	--	--	--	--	5	7	--	--	--	--	--	--	--	--	--	1
Industrial Arts	55	--	2	--	--	2	8	--	--	2	8	1	1	7	--	9	10	5	--
Industrial Designer	1	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Industrial Education	5	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	4	--
Industrial Metals	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Insurance	1	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--
Interior Decorator	6	--	--	1	1	--	2	--	--	--	--	--	--	1	--	--	--	1	--
Jet Engine Mechanic	1	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Journalist	5	--	1	--	--	--	--	--	--	--	--	1	--	--	2	1	--	--	--
Laboratory Technician	12	--	--	--	--	--	--	--	--	--	2	--	--	3	1	2	--	4	--
Law Enforcement	1	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--
Lawyer	45	--	--	5	3	--	2	1	--	2	8	3	--	3	3	4	5	6	--

Leather Products Worker	1	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--
Librarian	8	--	--	--	--	1	--	1	--	--	2	--	--	--	--	--	2	1	1
Lithographer	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Machinist	4	--	--	--	1	--	--	--	--	--	--	2	--	--	--	--	--	1	--
Mathematical Engineer	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Mathematician	59	--	1	1	1	--	1	8	2	3	9	1	5	11	--	5	8	1	2
Mechanic	24	--	1	--	--	--	2	2	--	--	--	1	2	2	1	--	4	3	6
Mechanical Drawing	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Mechanical Engineer	2	--	--	--	--	--	--	--	--	--	1	--	--	--	1	--	--	--	--
Medical	2	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	1
Medical Research	2	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	1	--	--
Medical Scientist	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Medical Technologist	17	--	--	--	--	--	--	--	1	1	6	--	--	2	--	1	3	3	--
Medical Therapist	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Medicine	6	--	--	--	--	--	1	1	--	--	--	--	--	1	1	--	--	2	--
Meteorologist	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Military Career	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Ministry	4	--	--	1	1	--	--	--	--	--	--	1	--	--	--	1	--	--	--
Missionary	2	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	1	--
Model	4	--	1	--	--	--	--	--	--	--	1	1	--	--	--	--	1	--	--
Mortician	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	1	--
Musician	34	--	--	1	--	1	--	3	--	--	3	1	3	7	--	4	6	3	2
Nurse	228	8	3	4	5	2	12	10	1	17	37	5	2	17	5	19	25	49	7
Nurse's Aid	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--
Nutritionist	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Obstetrician	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--

TABLE 33

OCCUPATIONAL CHOICES OF STUDENTS FROM EIGHTEEN SCHOOLS COMPARED (Continued)

Occupations	Total	Allen	Anderson	Bellaire	Berkeley	Campti-Creston	Central	Charlton-Pollard	Elmore	Hebert	Kashmere	Milby	St. Matthew	Washington	Western	Wheatley	Worthing	Yates	Yerger
Occupational Therapy	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	--	--	--
Office Machines Operator	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
PBX Radio Operator	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Peace Corp	1	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Pediatrician	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--
Pharmacist	21	--	3	--	1	--	--	--	1	1	4	--	--	5	--	2	--	4	--
Philosophical Training	1	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Photography	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	--
Physical Education	18	--	1	--	--	1	1	1	1	--	3	--	1	--	--	--	2	3	4
Physical Therapist	17	--	--	1	--	1	2	1	--	--	1	--	--	5	--	3	2	1	--
Physicist	4	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	3	--	--
Podiatry	1	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Policeman	2	--	--	--	--	--	--	--	--	--	--	--	--	--	1	1	--	--	--
Political Science	3	--	--	1	--	--	--	--	--	--	--	--	1	--	--	1	--	--	--
Postal Clerk	6	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	3	2	--
Pre-Medicine	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Printing	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	--

Pro Baseball	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Pro Football	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Psychiatrist	6	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	5	--
Psychologist	13	--	--	5	5	--	--	--	--	--	--	1	--	--	1	1	--	--	--
Radio Operator	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--
Radio-TV Broadcaster	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Radio-TV Repairman	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--
Rancher	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Real Estate	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--
Receptionist	3	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	2	--	--
Recreational Director	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Research Bio-Physicist	1	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--
Research Chemist	1	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Research Scientist	1	--	--	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--
Restaurant Operator	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Saleslady	1	--	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--
Salesman	1	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Scientist	37	--	--	1	2	--	2	--	2	2	2	1	--	8	2	2	8	4	1
Seamstress	3	--	--	--	--	--	--	--	--	--	1	--	1	--	--	1	--	--	--
Secretary	90	--	--	1	4	2	7	4	--	8	4	9	2	6	13	6	6	15	3
Self Employed	2	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--	1	--	--
Senator	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Singer	2	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	1	--
Social Worker	61	--	2	1	3	--	3	2	2	3	1	--	5	6	3	2	15	13	--
Sociologist	15	--	1	1	1	--	1	1	1	--	--	--	--	4	--	2	2	1	--
Songwriter	1	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--

TABLE 33

OCCUPATIONAL CHOICES OF STUDENTS FROM EIGHTEEN SCHOOLS COMPARED (Continued)

Occupations	Total	Allen	Anderson	Bellaire	Berkeley	Campti-Creston	Central	Charlton-Pollard	Elmore	Hebert	Kashmere	Milby	St. Matthew	Washington	Western	Wheatley	Worthing	Yates	Yerger
Special Education	4	--	--	--	--	--	--	--	--	--	--	3	--	--	--	--	--	--	1
Speech and Drama	4	--	--	1	--	--	2	--	--	--	--	--	--	--	--	--	--	--	1
Speech Education	2	--	--	--	--	--	--	--	1	--	--	--	--	--	--	--	1	--	--
Speech Therapist	6	--	--	--	--	--	2		--	1	--	--	--	--	--	1	1	1	--
Statistician	2	--	--	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1
Stenographer	5	--	--	--	--	--	--	--	--	--	--	1	--	--	1	--	1	2	--
Switchboard Operator	4	--	--	--	--	--	--	--	--	--	--	--	--	3	--	--	1	--	--
Tailor	3	--	--	--	--	--	1	--	--	--	--	--	--	--	--	--	1	1	--
Teacher	186	1	1	16	15	2	12	9	1	4	26	10	1	17	6	10	17	34	4
Technician	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--
Technologist	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--
Tour Specialist	1	--	1	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--
Translator	1	--	--	--	--	--	--	--	--	--	--	--	--	--	1	--	--	--	--
Truck Driver	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3
Typist	3	--	--	--	--	--	--	--	--	1	--	--	--	1	1	--	--	--	--
Vocalist	2	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	2	--
Welder	3	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	3	--	--
X-Ray Technician	10	--	--	--	--	--	--	--	--	--	--	--	2	2	--	2	2	2	--

Table 34

OCCUPATIONAL CHOICES OF SENIORS IN EIGHTEEN HIGH SCHOOLS

CLASSIFICATION	1ST CHOICE	2ND CHOICE
Accountant	20	13
Actor	1	0
Actress	1	3
Agricultural Agent	0	1
Agriculturalist	7	11
Agriculture	4	6
Air Conditioning	0	3
Air Conditioning and Refrigeration	1	0
Airline Hostess	7	8
Airline Pilot	2	2
Anthropology	1	0
Apprentice	0	1
Archaeologist	1	0
Architectural Engineer	1	1
Architecture	17	9
Aeronautical Engineer	3	0
Armed Forces	11	20
Artist	12	15
Audio-Visual (Recording)	--	1
Author	3	2
Auto Mechanic	8	4
Automotive Engineer	0	1
Automotive Worker	0	1
Babysitting	0	1
Bacteriology	1	2
Band Director	0	1
Bank Teller	0	2
Banker	0	1
Barber	15	19
Baseball	0	3
Basketball	1	0
Bio Chemist	1	1
Biological Scientist	3	0
Biologist	14	10
Bookkeeping	9	6
Brick Mason	4	4
Bus Girl	2	0
Business	140	115
Business Administrator	6	0
Business Education	1	0
Business Executive	1	0
Butcher	1	0
Cabinet Making	1	2
Cafeteria Manager	0	1
Career Naval Officer	0	1
Carpenter	3	3
Cashier	1	1
Caterer	0	2
Certified Public Accountant	3	1
Chef (cook)	4	3
Chemical Engineer	3	1
Chemist	5	7
Chemistry	1	1
Child Psychologist	1	0
Child Psychiatrist	2	0
Choral Director	0	1
Choreographer	1	1
Civics	1	0
Civil Engineer	2	1
Civil Service	3	5
Clerical Worker	9	2
Clerk	1	5
Clerk-Stenographer	0	1
Clerk-Typist	3	5
Clothing	0	1
Coach	2	1
College	0	2
Commercial Advertising	0	1
Commercial Artist	12	3
Commercial Designer	0	1
Commercial Foods	3	0
Computer	0	1
Concrete Finisher	0	1
Constructor Worker	0	2
Contractor	1	0
Cosmetologist	32	43
Counselor	1	2
County Agent	1	0
Craftsman	0	3
Crimonology	0	1
Culture Artist	0	1
Dancer	0	1
Dancing Teacher	0	2
Data Processing	1	0
Decorative Arts	0	1
Dental Hygiene	1	1
Dentist	5	6
Designing	0	5

Table 34

OCCUPATIONAL CHOICES OF SENIORS IN EIGHTEEN HIGH SCHOOLS

(Continued)

CLASSIFICATION	1ST CHOICE	2ND CHOICE
Designer	2	0
Dietitian	5	8
Director of Musicology	1	0
Director of Private School	1	0
Director of Religious Education	1	0
Disc-Jockey	0	1
Dock Worker	0	1
Doctor	20	5
Drama	0	1
Dramatics	0	2
Drafting	13	1
Draftsman	8	3
Dress Designer	4	2
Economics	1	3
Economist	0	1
Education	3	1
Electric Worker	1	0
Electric Welder	0	1
Electrical Engineer	3	2
Electrical Technician	1	0
Electrician	6	3
Electronics	2	13
Electronics Technician	2	0
Elementary Education	4	0
Engineer	54	19
English	30	44
Entertainer	0	2
Executive	1	0
F.B.I. Agent	0	1
Farmer	3	1
Fashion Designer	5	2
Finance Broker	0	1
Fine Arts	1	0
Fireman	0	2
First Aid	2	0
Food Administration	1	0
Football Coach	1	0
Foreign Correspondent	1	0
Foreign Language	7	12
Foreign Language Interpreter	0	1
Foreign Relation	0	1
Foreign Translator	0	1
Forest Ranger	1	0
Forestry	1	1
Genetics	0	1
General Office Clerk	1	2
Geologist	2	0
Golfer	1	0
Government	4	2
Government Service	1	1
Hair Designer	2	2
Health Education	0	1
History	11	11
Home Demonstrator	0	1
Home Economics	58	62
Home Economist	1	0
Hospital	1	0
Hospital Assistant	0	1
Housewife	1	11
IBM Operator	7	5
Illustrator	1	0
Industrial Arts	60	37
Industrial Artist	8	7
Industrial Designer	2	0
Industrial Education	4	1
Industrial Metals	1	0
Insurance	1	0
Interior Decorator	6	11
Interpreter	0	4
Jet Engine Mechanic	1	0
Journalism	5	2
Journalist	0	6
Key Punch Operator	0	1
Laboratory Assistant	0	1
Laboratory Technician	12	11
Languages	0	1
Latin	0	1
Law	0	1
Law Enforcement	1	2
Lawyer	44	10
Leather Products Worker	1	0
Librarian	7	7
Lithographer	1	0
Machinist	4	3
Management	0	1
Manager, Grocery Store	0	1

Table 34

OCCUPATIONAL CHOICES OF SENIORS IN EIGHTEEN HIGH SCHOOLS

(Continued)

CLASSIFICATION	1ST CHOICE	2ND CHOICE
Manual Laborer	0	1
Marine	0	2
Marine Corp (Women)	1	0
Mathematical Engineer	1	0
Mathematician	39	41
Mathematics	14	18
Mechanic	24	22
Mechanical Drawing	1	1
Mechanical Engineer	3	0
Medical	1	0
Medical Engineer	0	1
Medical Research	1	2
Medical Scientist	1	0
Medical Technologist	15	7
Medical Therapist	0	1
Medicine	7	4
Merchant Marine	1	0
Meteorologist	1	0
Military Career	6	1
Military Police	0	1
Ministry	4	1
Missionary	2	2
Model	2	8
Mortician	1	3
Music	5	13
Music Therapist	0	1
Musician	22	19
Navy	0	1
Nurse	203	74
Nurse's Aid	1	0
Nutrition	1	1
Obstetrician	1	0
Occupational Therapy	2	0
Office Administrator	0	1
Office Machine Operator	1	1
Office Worker	1	2
Opera Singer	2	0
Optometrist	0	1
P.B.X. Radio Operator	1	0
Painter	0	1
Pattern Representative	0	1
Peace Corp	1	2
Pediatrician	1	0
Performer	0	1
Personnel Manager	0	1
Philosophical Training	1	0
Pharmacist	26	9
Photography	4	6
Physical Therapist	14	13
Physical Education	24	19
Physician	0	1
Physicist	5	3
Podiatry	2	0
Policeman	2	0
Policewoman	1	0
Political Science	3	3
Politics	0	3
Post Office	6	3
Postal Clerk	0	2
Pre Medicine	1	0
Printing	2	4
Pro Baseball	1	0
Pro Football	1	1
Psychiatrist	6	1
Psychologist	10	9
Psychology	3	0
Public Assistance Worker	0	1
Public Health	0	1
ROTC	0	1
Race Track Driver	0	2
Radio Operator	1	0
Radio-TV Broadcaster	1	1
Radio-TV Repairman	1	1
Rancher	1	1
Real Estate	1	0
Receptionist	3	3
Recreational Director	1	2
Research Bio-Chemist	0	1
Research Bio-Physicist	1	0
Research Biologist	0	1
Research Chemist	1	0
Research Scientist	1	0
Research Worker	1	2
Restaurant Operator	2	0
Saleslady	1	1
Salesman	1	4
Science	2	2
Scientist	39	44

Table 34

OCCUPATIONAL CHOICES OF SENIORS IN EIGHTEEN HIGH SCHOOLS

(Continued)

CLASSIFICATION	1ST CHOICE	2ND CHOICE
Seamstress	3	7
Secretary	86	64
Self Employed	2	0
Senator	1	0
Secret Service Agent	0	1
Shipping Clerk	0	1
Shoe Maker	0	1
Short Order Cook	0	1
Sign Painter	0	1
Singer	2	1
Social Science	5	0
Social Service	1	0
Social Studies	21	39
Social Welfare	3	6
Social Worker	36	40
Sociology	15	5
Songwriter	1	0
Space Mathematics	0	1
Special Education	5	0
Speech	0	3
Speech and Drama	4	0
Speech Education	1	0
Speech Therapist	6	2
Sports	0	1
Sports Writer	0	1
Statistician	3	2
Stenographer	4	6
Stewardess	0	1
Stock Broker	0	1
Stock Clerk	0	1
Surgeon	0	1
Switchboard Operator	4	0
Tailor	3	1
Teacher	171	161
Technician	1	1
Technologist	1	0
Telephone Operator	0	3
Theology	0	1
Therapist	0	1
Tour Specialist	1	0
Translator	1	0
Truck Driver	3	1
Typist	3	4
Veterinarian	0	2
Vocalist	1	2
WAC	0	1
WAVE	0	1
Welder	3	4
Wood Work	0	1
X-Ray Technician	10	5

Causes of Occupational Choices

An attempt was made to ascertain why the students chose their respective occupations. Satisfaction of wishes of parents and friends, information supplied by teachers about occupations, and admiration of successful people in the occupation were listed as three probable causes for selecting an occupation. Each student was requested to check one of the three causes most responsible for his choice. If neither of the three was responsible he was requested to indicate what was responsible for his choice.

Thirteen hundred forty-three (1343) or 66.7 per cent of the students gave one of the three causes listed as being responsible for their choices. Four hundred eighty-six (486) or 24.2 per cent gave seventeen other reasons for their occupational choices. One hundred eighty-three (183) or 9.1 per cent gave no reason for their occupational choices.

The word *image* is frequently used today. It can be used germane to occupational choices of students because 43 per cent of the students indicated that admiration of successful people in the occupation was the cause of their occupational choices. In other words there is a successful business man, physician, engineer, teacher, accountant, builder, barber, secretary, et cetera whom the student can see and he bases his occupational choice on that person's image. The reasons given by the students for making their occupational choices are shown in Table 35.

Table 35

CHIEF CAUSES OF STUDENTS' OCCUPATIONAL CHOICES

CAUSES OF CHOICES	NUMBER OF STUDENTS	PER CENT
1. Admiration of successful people in the occupation	866	43.04
2. Information supplied by teachers about occupations	355	17.64
3. Satisfy wishes of parents and friends	122	6.06
4. Personal interest or appreciation for field	105	5.22
5. Satisfy self	74	3.68
6. Enjoyment	48	2.39
7. Unexplained desire or ambition involving profession	36	1.79
8. Desire to give service	33	1.64
9. Motivation by high school experience, interest or success in area	31	1.54
10. Previous experience	28	1.39

Table 35

CHIEF CAUSES OF STUDENTS' OCCUPATIONAL CHOICES (Cont.)

11. A desire for success	25	1.24
12. Appreciation for type of work involved in specific profession or occupation	22	1.09
13. Believed to be occupation or profession "best suited" to student's personality or capabilities	16	.80
14. Information sought by self about occupation	16	.80
15. Forsee prospective appreciation or enjoyment in field	15	.75
16. Personal benefit	15	.75
17. Financial reasons	13	.65
18. Field not crowded	6	.30
19. Job offer following graduation	2	.10
20. Only possibility because of limited finance	1	.05
No Cause Given	183	9.09
TOTAL	2012	100.00

Plans After High School Graduation

Most students who finish high school plan to continue their formal education. A study by the writer in 1957 of 1,996 Negro high school seniors in Texas from sixty-three high schools revealed that 1,630 or 81.7 per cent of those students were planning to continue in school the next year.

In this study 1,459 or 72.5 per cent of the students indicated they plan to continue their formal education the next school year. The range was from 59.4 per cent to 85.7 per cent. Table 36 gives the students who plan to continue in school by number and percentage. Of the students who did not say they plan to attend school the next year, 287 or 14.2 per cent indicated they do not plan to continue, and 266 or 13.2 per cent gave no answer. This information is significant for counseling purposes because the counselor is interested in knowing a student's educational plans. If a student gives no indication of his plans, it is helpful for the counselor to know that too.

Table 36

STUDENTS' EDUCATIONAL PLANS FIRST YEAR AFTER FINISHING HIGH SCHOOL

SCHOOL	NUMBER OF STUDENTS	PLAN TO CONTINUE IN SCHOOL	PER CENT
Allen	28	24	85.7
Anderson	76	55	72.4
Bellaire	91	72	79.1
Berkeley	91	72	79.1
Campti-Creston	19	12	63.2
Central	108	76	70.4
Charlton-Pollard	96	57	59.4
Elmore	50	40	80.0
Hebert	106	76	71.7
Kashmere	203	170	83.7
Milby	80	51	63.7
St. Matthew	50	38	76.0
Washington	185	145	78.4
Western	107	66	61.7
Wheatley	157	132	84.1
Worthing	224	166	74.1
Yates	276	167	60.5
Yerger	65	40	61.5
TOTALS	2012	1459	(average) 72.5

Students at the eighteen schools listed from three to thirty-seven institutions they plan to enter after finishing high school. They listed one-hundred thirty eight (138) institutions in thirty states which they plan to enter. As expected, a large number of students expressed an interest in attending institutions near them. Table 37 gives the number of students included in the study from each high school and the number of institutions the students from each school indicated they plan to attend.

Table 37

NUMBER OF DIFFERENT INSTITUTIONS STUDENTS PLAN TO ATTEND AFTER FINISHING HIGH SCHOOL

HIGH SCHOOL	NUMBER OF STUDENTS SURVEYED	NUMBER OF INSTITUTIONS LISTED
Allen	28	3
Anderson	76	14
Bellaire	91	25
Berkeley	91	24
Campti-Creston	19	4
Central	108	11
Charlton-Pollard	96	24
Elmore	50	10
Hebert	106	16
Kashmere	203	23
Milby	80	18
St. Matthew	50	9
Washington	185	24
Western	107	27
Wheatley	157	24
Worthing	224	30
Yates	276	37
Yerger	65	11
TOTALS	2012	334

Seven of the schools included in the study are in the Houston Independent School District, involving 1,216 or 60.4 per cent of the students in the study. Each year information is collected through the Department of Secondary Schools of the Houston Independent School District to ascertain the number of graduates planning to attend college. An examination of the information revealed that over an eight-year period, 1956-1963, 66.3 per cent of the high school graduates in eighteen Houston schools planned to attend college. The number of schools in 1956 was eleven and in 1963 was eighteen.

Five of the eighteen schools include only Negro graduates. Eleven of the schools include no Negro graduates. Sixty-eight and five-tenths (68.5) per cent of the Negro students indicated they planned to attend college as compared with 61.6 per cent of the non-Negro students. Table 37 shows the percentage of students in the Houston schools from 1956 to 1963 who planned to attend college. There were 3,131 graduates in May of 1956 and 7,124 graduates during the school year of 1963. During-the-year graduates include all persons who finish in January, June, and summer.

Table 38

PERCENTAGE OF STUDENTS IN HOUSTON PUBLIC SCHOOLS WHO PLAN TO ATTEND COLLEGE

YEAR	ALL SCHOOLS	NEGRO SCHOOLS	NON-NEGRO SCHOOLS
1956	64.0	68.0	61.0
1957	66.0	64.0	60.0
1958	65.0	72.0	58.0
1959	66.8	70.9	61.6
1960	65.2	73.1	58.0
1961	65.9	66.0	61.7
1962	71.5	72.9	69.0
Average	66.3	68.5	61.6

Information was obtained during the second semester of the school year 1963-1964 giving the graduates who go on to college from sixteen Negro high schools in Texas. Information supplied by the counselors indicated from 20 to 82 per cent of the graduates from those schools go on to college. The average for the sixteen schools was 45.9 per cent. Two thousand seven hundred fifty-six (2,756) students graduated from those schools in 1963.

The number of graduates per school in 1963 and the approximate percentage who go to college are shown in Table 39.

Table 39

GRADUATES IN 1963 AND PERCENTAGE OF GRADUATES WHO ATTEND COLLEGE FROM SIXTEEN HIGH SCHOOLS IN TEXAS

SCHOOL	NUMBER OF GRADUATES IN 1963	PERCENTAGE OF GRADUATES WHO GO TO COLLEGE
Anderson — Austin	193	30
Central — Galveston	176	40
Charlton-Pollard — Beaumont	242	35
Dunbar — Texarkana	96	20
Elmore — Houston	51	25
Kashmere Gardens — Houston	263	82
Kirkpatrick — Ft. Worth	66	25
Lincoln — Dallas	244	34

Table 39

GRADUATES IN 1963 AND PERCENTAGE OF GRADUATES WHO ATTEND COLLEGE FROM SIXTEEN HIGH SCHOOLS IN TEXAS (Cont.)

Lincoln — Port Arthur	256	27
Pemberton — Marshall	138	75
Scott — Tyler	128	69
Story — Palestine	56	30
Washington — Wichita Falls	59	50
Womack — Longview	109	40
Worthing — Houston	293	77
Yates — Houston	386	74
TOTAL	2756	(average) 45.9

Six of the sixteen schools listed in Table 38 are among the eighteen schools forming the major part of the study. The counselors from the sixteen schools gave the approximate percentage of the graduates who go to college. The high school seniors from the eighteen schools indicated whether they plan to continue in school the next year.

The number of high school graduates who plan to continue their formal education usually differs from the number who actually continue their education. This fact is implied by comparing the percentage of high school graduates who say they plan to continue in school with the percentage who continue in school as reported by counselors as shown in Table 40. The information given indicates that approximately 17.5 per cent of the high school graduates plan to continue their formal education and for various reasons do not.

Table 40

HIGH SCHOOL GRADUATES WHO PLAN TO CONTINUE IN SCHOOL COMPARED WITH THOSE WHO CONTINUE

SCHOOL	PLAN TO CONTINUE	GO ON TO COLLEGE
Anderson — Austin	72.4%	30.0%
Charlton Pollard — Beaumont	59.4%	35.0%
Elmore — Houston	80.0%	25.0%
Kashmere — Houston	83.7%	82.0%
Worthing — Houston	74.1%	77.2%
Yates — Houston	60.5%	74.8%
Average	71.5%	54.0%

Students, teachers, counselors, parents and other interested persons should be sure that high school seniors have complete information concerning an institution, including its offerings and accreditation, before they complete their plans for enrolling in it. Institutions by states and the number of students expressing a desire to enroll in the various institutions are given in Table 41.

Table 41

COLLEGES AND UNIVERSITIES BY STATES, REFLECTING NUMBER OF STUDENTS INTERESTED IN EACH

ALABAMA: (6)	
1. Auburn University	1
2. Talladega College	1
3. Tuskegee Institute	4
ARIZONA: (1)	
1. University of Arizona	1
ARKANSAS: (11)	
1. Arkansas M. & N. College	3
2. Arkansas Baptist College	1
3. College of the Ozarks	1
4. Philander Smith College	5
5. University of Arkansas	1
CALIFORNIA: (99)	
1. California State Polytechnic College	2
2. California School of Fine Arts	1
3. Chico State College	1
4. Compton Junior College	1
5. Contra Costa Junior College	2
6. Immaculate Heart College	1
7. Long Beach State College	1
8. Los Angeles State College	32
9. Loyola University of Los Angeles	2
10. Oakland City College	13
11. Occidential College	1
12. San Diego State College	1
13. San Francisco College for Women	1
14. San Francisco State College	8
15. San Jose State College	4
16. Santa Rosa Junior College	1
17. Stanford University	2
18. University of California	19
19. University of California (Berkeley)	6
COLORADO: (5)	
1. Colorado School of Mines	1
2. Loretta Heights School of Nursing	1
3. Trinidad State Junior College	1
4. University of Colorado	1
5. University of Denver	1
CONNECTICUT: (1)	
1. Yale	1
GEORGIA: (5)	
1. Brenau College	1
2. Georgia Institute of Technology	1
3. Moorehouse College	1
4. Spelman College	2
HAWAII: (1)	
1. University of Hawaii	1
ILLINOIS: (10)	
1. Belleville Township Junior College	1
2. College of St. Francis	1
3. Illinois Institute of Technology	1
4. Loyola University	2
5. North Park College and Theo. Sem.	1
6. University of Chicago	3
INDIANA: (1)	
1. Oakland Junior College	1
IOWA: (2)	
1. Briar Cliff College	1
2. State University of Iowa	1
KANSAS: (1)	
1. Bethel College	1

LOUISIANA: (112)

1. Dillard University	15
2. Grambling College	43
3. Louisiana State Univ. & A.M.C.	2
4. Loyola University	2
5. Southern University & A.M.C.	48
6. Tulane University	1
7. Xavier University	1

MARYLAND: (2)

1. Morgan State College	1
2. University of Maryland	1

MASSACHUSSETTS: (2)

1. Smith College	1
2. Wellesley	1

MICHIGAN: (4)

1. General Motors Institute	1
2. Michigan State University	1
3. Wayne State University	2

MISSOURI: (7)

1. Lincoln University	1
2. Stephens College	1
3. University of Kansas	5

NEW MEXICO: (2)

1. New Mexico Highland University	1
2. New Mexico State University	1

NEW YORK (9)

1. Armed Forces (U.S. Military Academy)	1
2. Brooklyn College	1
3. Columbia University	1
4. Hobert & Wm. Smith College	1
5. Hofstra University	1
6. Manhattan School of Nursing	1
7. New York School of Photography	1
8. U.S. Marine Corp. (U.S. Merch. Mar.)	2

OHIO: (3)

1. Heidelberg College	1
2. Ohio State University	1
3. Xavier Univ. for Men	1

OKLAHOMA: (1)

1. Oklahoma City University	1

OREGON: (3)

1. Oregon State University	1
2. University of Oregon	1
3. Willamette University	1

PENNSYLVANIA: (2)

1. Immaculate College	1
2. Lincoln University	1

RHODE ISLAND: (1)

1. Univ. of Rhode Island	1

TENNESSEE: (7)

1. Bethel	1
2. Fisk University	4
3. Tennessee A. & I. State University	2

TEXAS: (757)

1. Baylor University	5
2. Ben Taub Nursing School	3
3. Bishop College	12
4. Durham Business College	3
5. Erma Hughes Business College	2
6. Franklin Beauty School	13
7. Hardin-Simmons University	1
8. Houston-Baptist College	2
9. Houston International Business School	22
10. Huston-Tillotson College	14
11. John Sealy Hospital	1
12. Jefferson Davis Hospital	1
13. Lamar State College of Tech.	55
14. Lee College	1
15. North Texas State College	6
16. Pan American College	1
17. Prairie View A. & M. College	127
18. Rice University	1
19. Sam Houston State Teac. College	4
20. South Texas State College	2
21. Southern Methodist Univ.	1
22. Southwest Texas State Coll.	2
23. St. Phillips Junior College	4
24. Stephen F. Austin State College	4
25. Southwestern University	2

Texas (Continued)

26. Texas College	1
27. Texas Lutheran College	1
28. Texas State Academy	1
29. Texas Southern Univ.	332
30. Texas Christian University	1
31. Texas Tech. College	4
32. Texas Western University	1
33. Texas Women's Univ.	14
34. Tyler Barber College	6
35. Texas A. & M. University	2
36. University of Houston	66
37. University of St. Thomas	1
38. University of Texas	46
39. Wiley College	2

UTAH: (1)

1. Utah State University	1

VIRGINIA: (8)

1. Hampton Institute	7
2. Virginia Union University	1

WESST VIRGINIA: (1)

1. Marshall College	1

WASHINGTON, D.C.: (19)

1. American University	2
2. D .C. Teachers College	1
3. Georgetown University Sch. of Nursing	1
4. Howard University	15

The writer is beginning his seventeenth year as a member of the faculty at Texas Southern University. Each year he has the privilege of participating in Freshman Orientation. An administrator says to a group of freshmen, "Look at the person sitting next to you; one of you will hardly be here next year;" implying that 50 per cent of the freshmen may not continue in college beyond the freshman year.

The number of freshmen who enter Texas Southern University compared with the number of graduates who complete requirements for a bachelor's degree indicates approximately 75 per cent drop out or transfer to other institutions before graduating. This percentage is based on the total number of students classified as freshmen in a given year and comparing that number with the total number of graduates receiving bachelor's degrees four years hence mainly from curricula requiring four years to complete.

The average number of students classified as freshmen at Texas Southern University during the years 1956-57, 1958-59, and 1960-61 was 952, and the average number of persons receiving bachelor's degrees (not including law) during the years 1960, 1962, and 1964 was 227. Table 42 provides a clearer insight on the probable number of people who enter college and do or do not reach their occupational objective as contemplated.

This report is being written during the summer of 1964. Persons classified as freshmen this year, 1963-1964 school year, will be expected to graduate in 1967. At that time 42 may be completed.

Table 42

FRESHMEN ENROLLMENTS COMPARED WITH BACHELOR'S DEGREES CONFERRED AT TEXAS SOUTHERN UNIVERSITY

FRESHMEN	YEAR	BACHELOR'S DEGREES	YEAR	PER CENT
931	1956-57	220	1960	23.63
797	1958-59	200	1962	25.09
1129	1960-61	263	1964	23.29
1865	1963-64	?	1967	?

Texas Southern University is a multi-curriculum state institution located in a metropolitan area. Many students enter as a matter of custom and convenience instead of with a sincere desire to receive a college education. For that reason the percentage of drop-outs at Texas Southern University is probably higher than at most institutions of higher learning.

The Panel of Consultants[7] indicated in their report on EDUCATION FOR A CHANGING WORLD OF WORK that approximately 50 per cent of the students who enter college finish four years of college training. The report stated that "of every ten youngsters now in grade school seven will earn a high school diploma, four will continue their education, and only two will finish four years of college. Eight out of ten will not complete college. *HOW WILL THEY FARE IN THE CHANGING WORLD OF WORK?*"

7—Summary Report, *Education for a Changing World of Work*, U.S. Office of Education, Washington, D.C., 1963, p. 2.

Occupations of Parents

The major objective of this study was to obtain information from high school seniors which can be used for counseling and guidance purposes, primarily among Negro students. Inasmuch as occupations of parents can be used in predicting probable types of occupations of their children, the writer concerned himself with the occupations of the parents of the students included in the study.

The seven major occupational groups as used in the *Dictionary of Occupational Titles* were used as a basis for classifying the occupations of the students' parents as shown in Tables 43 and 44. Five hundred twenty-seven (527) or 26.2 per cent of the students did not name the occupations of their fathers and three hundred forty-nine (349) or 17.3 per cent did not name the occupations of their mothers. Seven hundred seventy-four (774) or 38.5 per cent of the students listed housewife as their mothers' occupation. The writer is of the opinion that if a student did not give the occupations of his parents, his parents are not employed in the upper occupational levels.

Table 43

GENERAL OCCUPATIONS OF STUDENTS' FATHERS

OCCUPATIONS	NUMBER OF STUDENTS	PER CENT
Professional & Managerial	302	15.0
Clerical & Sales	125	6.2
Service	87	4.3
Agricultural & Kindred	64	3.2
Skilled	223	11.1
Semi-Skilled	131	6.5
Unskilled	390	19.4
Deceased, Disabled or Retired	32	1.6
Not Listed	131	6.5
No Answer Given	527	26.2
TOTAL	2012	100.0

Table 44

GENERAL OCCUPATIONS OF STUDENTS' MOTHERS

OCCUPATIONS	NUMBER OF STUDENTS	PER CENT
Professional & Managerial	244	12.1
Clerical & Sales	97	4.8
Service	136	6.8
Agricultural & Kindred	11	.6
Skilled	0	.0
Semi-Skilled	24	1.2
Unskilled	347	17.3
Deceased, Disabled or Retired	3	.1
Housewife	774	38.5
Not Listed	27	1.3
No Answer Given	349	17.3
TOTAL	2012	100.0

In order to give the reader a more complete picture of the backgrounds of the students included in the study the occupations of the fathers as written by the students are given separately for each of the schools. In several instances students gave words such as *city worker, railroad, shipyard,* or *self-employed,* without giving the name of the occupation. However, such information as that can be helpful in understanding a student's background.

The eighteen schools represented a good cross-section of parents — ethnically, geographically, and educationally. That cross section is reflected in the occupations engaged in by the parents. Table 45 lists the fathers' occupations in each school as given by the students included in the study.

Table 45

OCCUPATIONS OF FATHERS AS LISTED BY STUDENTS

Allen High School — Robeline, Louisiana	
Bus Driver	1
Farmer	12
Janitor	1
Public Worker	6
	20
Anderson High School — Austin, Texas	
Accountant	1
Butcher	1
Carpenter	3
City Worker	2
Common Laborer	7
Construction Worker	3
Contractor	3
Cook	3
Custodian	1
Deliveryman	1
Farmer	2
Fireman	1
Head Waiter	1
Industrial	1
Interior Decorator	1
Janitor	2

Anderson High School (Cont.)

Laborer	3
Landscaping	1
Laundry Worker	1
Mechanic	4
Pastor	1
Porter	6
Postal Employee	1
Real Estate Agent	1
Retired	2
Self Occupant	1
Tailor	1
Truck Driver	2
Warehouseman	1
	58

Bellaire High School — Houston, Texas

Accountant	5
Appraiser (Real Estate)	1
Assistant Controller	1
Attorney	2
Banker	1
Builder	2
Bond Manager	1
Business	2
Buyer	1
Chemical Engineer	3
Civil Engineer	1
Communications Co-ordinator	1
County Judge	1
Dentist	1
Engineer	2
Foreman	1
Furniture Business	1
Geologist	2
Grocer	1
Indep. Oil Operator	1
Insurance	1
Insurance Claims Adjuster	1
Insurance Underwriter	1
Laboratory Technician	1
Lawyer	1
Manager, Armstrong Contracting & Supply Co.	1
Manager, Barbecue Restaurant	1
Manager, Claims Office	1
Manager, Electrolux	1
Manager, Shoe Store	1
Mfg. Representative	1
Marketing Department	1
Mechanical Engineer	1
Metallurgist	1
Minister	1
Obstetrics & Gynocologist	1
Oil Business	1
Oil Insurance	1
Outdoor Advertising	1
Owner, Restaurant	1
Owner, Toy Shop	1
Owner, Wholesale Company	1
Petroleum Engineer	1
Pharmacist	2
Physician	1
Printer	1
President of Business	1
Professional Engineer	1
Public Relations	1
Quality Control Mgr.	1
Realtor	1
Sales Engineer	1
Sales Representative	1
Salesman	5
Self Employed	1
Supervisor	1
Supervisor in Oil	1
Technical Engineer	1
Underwriter	1
Watchman	1
Wholesale Grocer	1
	76

Berkeley High School — Berkeley, California

Accountant	1
Apartment House Mgr.	1
Auto Mechanic	1
Bio-Chemist	1
Bus Driver	1
Business Consultant	1
Carpenter	5
Civil Engineer	2
Clergyman	2
Consulting Actuary	1
County Administrator	1
Cutter (Upholstering)	1
Criminologist	1
Deceased	7
Distributer	1
Draftsman	2
Engineer	1
Foreman	1

OCCUPATIONS OF FATHERS AS LISTED BY STUDENTS (Continued)

Table 45

Berkeley High School (Cont.)

Foundry Worker	1
Gardener	2
Insurance Analyst	1
Janitor	1
Laborer	3
Lawyer	1
Lease of Hotel	1
Landscape Gardener	1
Longshoreman	1
Mailman	1
Masonary Contractor	1
Mechanical Engineer	1
Merchant	1
Painter	1
Personnel Manager	1
Pharmacist	1
Porter & Barber	1
Post Office	1
Postal Supervisor	1
Printer	1
Probation Officer	1
Professor	4
Purchasing Agent	1
Real Estate	1
Resident Manager	1
Salesman	4
Self Employed	2
Ship Fitter	1
Shipping Manager	1
Stone Mason	1
Store Manager	1
Supt. of Power Company	2
Supt. of Public Health	1
TLWU	1
Teacher	1
Traffic Manager	1
Truck Driver	2
Upholsterer	1
Waiter	1
	81

Campti-Creston High School — Chestnut, Louisiana

Janitor	1
Public Work	4
Railroad Worker	1
Salt Mine Worker	1
Saw Mill Worker	2
Wood Cutter	1
	10

Central High School — Galveston, Texas

Barber	1
Bus Driver	1
Bus Operator	1
Business Man	1
Butcher	1
Carpenter	3
Cement Finisher	1
Common Laborer	2
Construction Worker	7
Cook	1
Electrical Worker	1
Farmer	10
Janitor	5
Laundry Man	1
Mechanic	5
Minister	1
Motel & Cattle Business	1
Public Worker	15
Painter	1
Printer	1
Principal	1
Rancher	1
Railroad Employee	1
Self Employed	1
Skilled Laborer	1
Teacher	2
Truck Driver	4
Window Cleaner	1
	71

Charlton-Pollard High School, Beaumont, Texas

Bartender	1
Butler	1
Cement Mason	1
City Maintenance	1
City Worker	1

Charlton-Pollard (Cont.)

Common Laborer	4
Contract Worker	1
Construction Worker	1
Cook	1
County Employer	1
Custodian	1
Dietitian	1
Dupont Worker	1
Janitor	1
Laborer	14
Longshoreman	3
Lumberman	1
Machinist	1
Maintenance	1
Mobil Oil	3
Musician	1
Oil Refinery Worker	1
Painter	1
Plumber	1
Porter	2
Post Office	7
Principal	1
Sears	1
Self Employed	2
Shipping Clerk	1
Terazzo Worker	1
Truck Driver	2
Upholstery	1
Veteran	1
	63

Elmore High School — Houston, Texas

Barber	1
Carpenter	1
Clerk	2
Foreman	2
Janitor	1
Laborer	21
Longshoreman	3
Minister	1
Porter	1
Roofer	1
Self Employed	2
Shipyard	1
Steel Worker	2
Truck Driver	1
	40

Hebert High School — Beaumont, Texas

Brakeman	1
Brick Layer	2
Carpenter	2
Cement Finisher	1
City Worker	4
Cleaner & Presser	1
Common Laborer	6
Construction Worker	5
Dallas-Wms. Furniture Co.	1
Floor Sander	1
Foreman	1
Goodyear	1
Gulf States Utilities Co.	1
Hebert High School	1
Iron Cutter	1
Janitor	1
Kansas City So. Railroad	2
Laborer	5
Longshoreman	1
Lumberman	1
Maintenance	2
Magnolia Lumber Supply	1
Mechanic	1
Mechanic Helper	1
Mobile Oil Company	1
Mobile Refinery	5
Mortician	1
Oil City Brass	1
Painter	1
Physician	1
Port of Beaumont	1
Postman	2
Preacher	1
R.C.S. Railroad	1
Railroad	1
Refinery	2
Reliable Auto Supply	1
Rice Farmer	1
Rubber Plant	1
Seaman	1
Shipping Clerk	1
Storekeeper	1
Teacher	2
Texas, Inc.	1
Tire Recapper	1
Truck Driver	7
U. S. Chemical Plant	1
Wyatt's Cafeteria	1
	81

OCCUPATIONS OF FATHERS AS LISTED BY STUDENTS (Continued)

Table 45

Kashmere Gardens High School — Houston, Texas

Allied Fence Company	1
Attendance Worker for Sch. District	1
Baker	2
Barber	2
Becon Iron & Metal	1
Bell's Product	1
Best Fertilizer	1
Butcher	1
Chauffeur	1
City of Houston	5
Cleaner	2
Cleaner & Presser	1
Construction Foreman	1
Construction Worker	9
Contractor	2
Cook	1
Deliveryman	1
Electrician	2
Engineer	1
Foreman	1
Forklift Operator	1
Government Worker	1
I.L.A. Local	1
Ink Maker	1
Insurance Man	2
Laborer	17
Loads Trucks	2
Longshoremen	10
Machine Operator	1
Maintenance	2
Manager, 21 Club	1
Maxwell Coffee Plant	1
Mechanic	2
Minister	4
Minister & Pastor	1
Minister, Truck Driver	1
Night Watchman	1
Night Worker	1
Operator	1
Pan American Airway	1
Photographer	1
Physical Therapist	1
Plumber	1
Porter	1
Post Office	3
Postal Clerk	3
Property (realty)	1
Railroad Shop-Truck Operator	1
Self Employed	5
Sheffield Steel	2
Shell Oil	1
Shipping Clerk	1
Sinclair Oil Refinery	1
Sinclair Refinery Company	2
Steel Worker	10
Teacher	2
Tire Changer	1
Truck Driver	23
U. S. Government Employee	1
Upholstery — La France	1
Uvalde Rock	1
Waiter	1
Warehouse Manager	1
Warehouse Worker	2
Welder	1
	158

Milby High School — Houston, Texas

Accountant	2
Army	1
Business Manager	1
Carpenter	1
C.P.A.	2
Contractor	1
Construction Engineer	1
Construction Worker	1
Coppy's Automotive	1
Crane Operator	1
Development Engineer	1
District Manager	1
Engineer	1
Electrical Engineer	1
Executive Vice-President	1
Helper, H. L. & P. Co.	1
Insurance Agent	1
Jack of All Trades	1
Laboratory Technician	2
Laboratory Tester	1
Linde Oxygen Company	1
Longshoreman	1
Machine Operator	1

Milby High School (Cont.)

Machine Repairman	1
Machine Shop Foreman	1
Machinist	4
Maintenance Worker	2
Manager	1
Mechanic	1
Mechanic Welder	1
Merchant Marine (2nd Mate)	1
Owner of Grocer Store	1
Pharmacist	1
Photographer	1
Pilot Welder	1
Police Officer	1
Principal	1
Printer	1
Railroad Clerk	1
Real Estate Salesman	1
Research Technician	1
Sales Representative	1
Salesman	2
Shipping & Receiving Clerk	2
Sign Painter	1
Teacher	1
Tool Marker	1
Tractor Driver	2
U. S. Quarantine Inspector	1
Welder of Pipe Fitter	1
Wholesale Distributor	1
	61

Washington High School — Houston, Texas

Bar-B-Que Pit Owner	1
Bellman	1
Brick Layer	1
Business	1
Butler	1
Carpenter	3
Chipman Chemical Company	1
City of Houston	3
Cleaner and Presser	1
Clergyman	1
Clerk	1
Coin Machine Operator	1
Cook	2
Construction Worker	5
Craftsman	1
Department Store	1
Disabled Veteran	1
Domestic Work	2
Electrician	1
Engineer	2
Foreman	3
Furniture Employment	1
Galvanizer	1
Hospital Aide	1
Houston Light & Power Co.	1
Hughes Tool Company	1
Janitor	3
Laborer	21
Laundress	1
Longshoreman	6
Lumberman	2
M. & M. Lumber Co.	1
Machine Operator	1
Maintenance Man	2
Mgr. of Acres Home Transit Co.	1
Manager of Office	1
Mechanic	4
Montgomery Ward Employee	1
Pasteurizer	1
Plumber	1
Porter	6
Postal Clerk	2
Postman	3
Rail Car Attendant	1
Retired	6
Rubin Glass & Mirror Co.	1
Salesman	1
Self Employed	9
Sheffield Steel	1
Soldier	1
So. Pac. R. R. Carman	1
Steel Worker	2
Stevedore	3
Teacher	1
Tile Maker	1
Tool Worker	1
Train Inspector	1
Truck Driver	14
Water Department	1
	142

Western High School — Washington, D.C.

Accountant	1
Accounts Officer in Indian Embassy	1
Administrative Assistant Congressman Brooks	1
Army	5
Auto Body Man	1

Table 45

OCCUPATIONS OF FATHERS AS LISTED BY STUDENTS (Continued)

Western High School (Cont.)

Bands & Cuts Money	1
Beverage Salesman	1
Barber	1
Cab Driver	2
Career in Art	1
Carpenter	2
Chef	1
Clergyman	1
Clerk	4
Dairyman	1
Desk Clerk	1
Direct Plumbing Inspector	1
Director of Berlitz School of Languages	1
Doctor	1
Doctor in Law	1
Drug Checker	1
Electrical Engineer	1
Elevator Operator	1
Engineer	4
Exterminator	1
Funeral Director	1
Furniture Refinisher	1
Guardian Elec. Engineer	1
Houseman	1
Hydraulic & Electronic Repr.	1
Indian Gov. Worker	1
Inspector, Wash. Gas. Co.	1
Investigator for D.C. Gov.	1
Laborer	1
Lawyer	1
Lithographer	1
Manager of a Concrete Co.	1
Manager of Mace Company	1
Manager of a Theatre	1
Mechanic	2
Messenger	1
Methodist Clergyman	1
Methodist Minister	1
Newspaperman	1
Owner of Business	1
Owns a Restaurant	1
Physician	1
Physicist	1
Prog. of Gov. Affairs. Inst.	1
Real Estate	1
Real Estate Man	1
Restaurant Business	1
Salesman	4
Stenographer	1
Store Owner	2
Supt. of Silbey Hosp.	1
Supv. of Truck Warehouse	1
Translator	1
Treasurer	1
Waiter	2
Warehouseman	1
Works at F.C.C. (Str. Kpr.)	2
	81

Wheatley High School — Houston, Texas

Air Force	1
Auto Mechanic	1
Barber	1
Brakeman	1
Business	1
Cab Driver	1
Calendar Operator	1
Car Dealer	3
Chauffeur	1
Common Laborer	5
Construction Laborer	1
Contract Laborer	1
Contractor	1
Cook	1
Cooking Specialist	1
Electrician	1
Engineer	1
Forklift Worker	1
Janitor	2
Laborer	8
Longshoreman	6
Mail Carrier	1
Mail Handler	1
Mechanic	4
Minister	4
Nurse	1
Owns Cab Line	1
Pacific Values	1
Postal Clerk	1
Postal Supt.	1
Postal Worker	2
Postman	1
Plumber	1

Wheatley High School (Cont.)

Pressman	1
Rent Collector	1
U. S. Government	1
Union Carbide & Carbon Chemical Corporation	1
Veterans Hosp. Employee	
Self Employed	6
Shell Builders	1
Shoe Repairman	1
Steel Worker	19
Switchman	1
Teacher	2
Telephone Company	1
Truck Driver	6
Workman	1
	102

Yates High School — Houston, Texas

Auto Mechanic	1
Baker	1
Barber	1
Bus Driver	1
Business	1
Business Enterprise	1
Businessman	3
Building Supt.	1
Butcher	2
Carpenter	2
Caterer	2
Chauffeur	1
Chef	2
Chemist	1
Civil Service	1
Civil Engineer	1
Clerk	3
Construction Worker	15
Cook	3
Cosmetologist	1
Dentist	1
Director of Athletics	1
Doctor	7
Domestic Worker	1
Funeral Director	2
Houston Packing Company	1
Insurance Agent	1
Interior Decorator	2
Janitor	1
Laborer	24
Longshoreman	2
Machinist	3
Maintenance Manager	1
Manager of a Business	1
Manager of Silver Raam	1
Manager of U-Tote'm	1
Mechanic	5
Mechanical Engineer	2
Merchant Seaman	2
Minister	2
Newspaper Worker	1
Office Worker	1
Optometrist	1
Paint Dept. Pitt. Plate Glass Company	1
Painter	2
Peden Iron & Steel Co.	1
Plant Foreman	1
Porter	1
Postal Clerk	6
Postman	9
Principal	1
Printer	2
Ranchman	1
Real Estate Broker	1
Reed Roller Bit Co.	1
Rice Mill Worker	1
Salesman	6
Self-Employed	2
Shipper	2
Singer	1
Southern Pacific	1
State Worker	1
Tailor	1
Teacher	12
Telephone Company	1
Truck Driver	12
Van Loader	1
Waiter	1
	182

Yerger High School — Hope, Arkansas

Apprentice	1
Brick Yard Work	1
Bus Driver	1
Car Washer	1
Career in Navy	1
Carpenter	1
Common Laborer	3
Education Administrator	1
Entertainer	1

OCCUPATIONS OF FATHERS AS LISTED BY STUDENTS (Continued)

Table 45

Yerger High School (Cont.)

Factory Worker	1
Farmer	9
House Moving	1
Janitor	1
Laborer	2
Logger	1
Making Handles	2
Market Work	1
Mechanic	2
Mill	1
Minister	1
Mortician	1
Paint Maker	1
Poultry Business	1
Preacher & Carpenter	1
Public Work	2
Pulpwood & Farmer	1
Railroad	1
Retired	2
Sawer	1
School Bus Driver	1
Self Employed	1
Service Station Attendant	1
Truck Delivery	1
Unskilled Work	1
Work in a Drug Store	1
	50

High School Curricula and Occupational Preparation

During the late thirties the percentage of children graduating from American high schools was much smaller than it is today. Studies made by Dr. Ambrose Caliver of seventeen southern states pointed out that if one hundred Negro children entered the first grade, at the beginning of the fifth year when they should enter the fifth grade, 68 per cent of those children would have dropped out of school permanently. At the end of the twelfth year only two of those children would graduate from high school.

Many students and some "young educators" may read the above statement with some degree of doubt. They probably don't know that except in urban centers high schools were not close enough to many American youth for them to attend. A student often had to "go off to school" to receive a high school education. A high school education at that time usually gave the person some assurance of employment. The employment often included teaching.

Today high school diplomas are a part of our mass production educational system. Traditionally curricula in American high schools were mainly preparatory for college. At the present time several high schools include curricula designed to prepare students for specific occupations or jobs. The high school graduate today who does not continue his education and has not taken any specific occupational training that he may become employed as an entry worker in a definite occupation will, in all probability, have difficulty obtaining employment. His years in school may be thought of as *training him for unemployment.*

The extent to which many of our schools may be training students for unemployment is implied in a very provocative article — *Learning To Be Unemployable* — by Edward T. Chase.[8] Mr. Chase states that —

"Good auto mechanics . . . plumbers . . . business machine repairmen are hard to find. They will be even scarcer in the years ahead unless we stop training young people in obsolete skills and

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8—Edward T. Chase, *Learning to be Unemployable,* Harper's Magazine, April, 1963, p. 33.

start preparing them for real jobs which remain unfilled while millions are unemployed.

"The biggest failure of American education is not its inability to produce more scientists than Russia. It is the way in which it is turning millions of young people into unemployables. This fact is as little understood as it is shocking . . .

"Already today, in many cities, unemployment among youths equals — and is often double or triple — this Depression rate. And the outlook is worsening. In the closing days of 1962, while general unemployment remained at a fixed level, the number of young people out of work leaped upward by 100,000. And another 100,000 increase was recorded in the first figures on unemployment for 1963.

"This menacing situation is a direct consequence of the gross imbalance in our educational system. Its attention has been overwhelmingly concentrated on the 20 per cent of students who go through college. The vocational future of the other 80 per cent has been either ignored or sabotaged by archaic system of job training . . . In the academic high schools . . . there is . . . not even the semblance of preparation for work. Ninety per cent of all U. S. schools offer no training for jobs in industry; 95 per cent offer none in selling or merchandising although there are now more job opportunities in these fields than in production; only about 18 per cent of high school students in urban areas are getting any sort of preparation for work."

Information was obtained during the spring of 1964 from sixteen Negro high schools in Texas giving the present enrollments in grades ten, eleven, and twelve; number of graduates in 1963; approximate percentage of graduates who go on to college; courses offered to prepare students for specific occupations, number of students currently enrolled in said courses, and number of graduates of those courses in 1962-63.

The senior high school enrollments in those schools ranged from 230 to 1,734; the average per school was 762. The total number of graduates in 1963 was 2,756; the average per school was 172. Approximately 45.9 per cent of the students in the sixteen schools go on to college (See Table 39). Five schools with a total enrollment of 3,653 offered no courses to prepare students for specific occupations as shown in Table 45. The other eleven schools reported from one to thirteen courses being offered to prepare students for specific occupations with an enrollment of 1,542 in said (*probably sad*) courses. Two hundred forty-eight (248) students graduated from those courses during the school year 1962-63.

Table 46

1964 SPRING ENROLLMENTS AND OCCUPATIONAL OFFERINGS IN SIXTEEN NEGRO HIGH SCHOOLS IN TEXAS

SCHOOL	ENROLLMENT GRADES 10, 11, 12	OCCUPATIONAL COURSES OFFERED	ENROLLMENT IN OCCUPATIONAL COURSES
Anderson	822	0	0
Central	693	4	121
Charlton-Pollard	1,046	2	257
Dunbar	343	0	42
Elmore	290	1	33
Kashmere	1,153	0	0
Kirkpatrick	237	1	69
Lincoln (Dallas)	791	1	13
Lincoln (Port Arthur)	1,198	4	324
Pemberton	768	0	0
Scott	680	0	0
Story	230	0	0
Washington	423	3	107
Womack	515	3	105
Worthing	1,269	4	113
Yates	1,734	13	358
TOTAL	12,192	36	1,542

There are listed in Table 47 twenty specific courses or occupational areas one or more of which is being offered by ten of the sixteen schools. Several of the courses were being offered for the first time. One school reported thirteen students enrolled in ten different occupational areas in an industrial cooperative program. In that program the school does not have shops or laboratories in which to teach the basic skills required in the occupation. The students are assigned by a coordinator to various employers in the community to teach the basic skills of the occupation involved. The occupational courses provided by that school are not included in Tables 46 and 47.

Table 47

SPECIFIC OCCUPATIONAL COURSES OFFERED BY TEN OF SIXTEEN NEGRO HIGH SCHOOLS IN TEXAS

OCCUPATIONAL COURSES	NUMBER OF SCHOOLS OFFERING COURSE	STUDENTS ENROLLED
Agriculture	1	27
Air-Conditioning — Refrigeration	1	22
Automechanics	6	175
Building Trades	2	80
Cleaning—Pressing	2	58

Table 47

SPECIFIC OCCUPATIONAL COURSES OFFERED BY TEN OF SIXTEEN NEGRO HIGH SCHOOLS IN TEXAS (Continued)

Commercial Art	1	28
Commercial Cooking	2	51
Cosmetology	4	153
Distributive Education	2	58
Drafting	1	24
Homemaking	1	260
Machine Tooling	1	34
Metals	1	15
Photography	1	30
Printing	1	33
Radio and Television Repair (Electronics)	3	176
Trade Dressmaking	2	33
Typing and Shorthand	3	163
Welding	1	19
Welding and Forging	1	103
		1,542

No attempt was made by the writer to evaluate the quality of occupational offerings of the schools listed in Table 47. Several of the areas listed are classified occupationally as skilled trades. A person usually learns a skilled trade in an apprentice program, in a formal trade school program, or through the "pick-up-method." A skilled craftsman's ability often represents a combination of two or all three of the methods of learning a trade. Employers are more concerned with an employee's ability as a competent worker than they are with how he learned his trade or what cerificate he may have. An actual experience is cited to illustrate.

A young man presented a carpentry certificate to an employer as he was trying to obtain work. The employer looked at the certificate and smiled. He then said, "This is nice, but I want to see your tools. Bring them so I can see what you can do." Fortunately the certificate was protected with satisfactory performance. The writer was the young man who had that experience in Pine Bluff, Arkansas in 1932.

As a whole, employers prefer workers in the skilled trades who learned their trades through apprentice programs because apprentice programs are usually sufficient in content and length to assure the training of competent workers. "The term apprenticeship for the carpentry trade shall be not less than 4 calendar years (approximately 8,000 hours), consisting of eight, 6-month periods of reasonably continuous employment during such term, including the probationary period and the required hours of supplemental school instruction."[9]

A typical trade or vocational program in a high school involves three hours per day, five days per week. A thirty-six week school term would provide 540 hours of occupational training per year. A high school student who spends his tenth, eleventh, and twelfth grades in such programs receives a maximum of 1,620 hours in vocational or occupational training as compared with possibly 8,000 hours in vocational or occupational training received by a craftsman who took his training in an apprentice program in the same trade. "It is frequently asserted that unions arbitrarily set longer terms for apprenticeship than is necessary."[10]

The writer makes no attempt to prove or disprove the validity of that assertion. He does urge every teacher, counselor, administrator, and student who has an interest in a course or curriculum designed to prepare people occupationally to become well acquainted with the occupations involved. Such sources as the *Dictionary of Occupational Titles* and the *Occupational Outlook Handbook* are excellent to assist people in becoming better acquainted with occupations and their requirements. He urges further that the level of performance of a competent worker in an occupation should be common knowledge among all people concerned. The kinds of tests required of a worker to demonstrate his aptitude for the occupation involved as well as the competence in it should be well known by the student who contemplates preparing himself for the occupation. Such tests should be required of the student before he completes his training.

For example, a student interested in becoming a stenographer should know that she should be able to demonstrate in a Federal Civil Service examination that she can take shorthand satisfactorily at eighty words per minute.

High school curricula or any other curricula which have as their objective occupational preparation can justify their existence in proportion as they prepare or assist in preparing competent workers.

9—*National Standards for Carpentry Apprenticeship*, U.S. Department of Labor, Washington, D.C., 1956 Edition, p. 1.

10—National Manpower Council, *A Policy for Skilled Manpower*. Columbia University Press, New York, 1955. p. 227.

Summary of Findings

The findings of this study are presented primarily in a series of tables. Tables one to nine involve data taken mainly from federal census reports. The other tables are made up mainly from 2,012 questionnaires filled out by high school seniors from eighteen schools. The findings are summarized as follows:

1. The first national census was taken in 1790; the population was 4,000,000. In 1870 approximately 13,000,000 people were gainfully employed; 53 per cent were farm workers. The civilian labor force in 1960 was 67,990,000 and only 5.8 per cent or 3,950,000 were farm workers. The labor force is expected to reach 93,000,000 by 1975, involving a total population of 226,000,000.

2. The population and occupations in the United States are both continuing to increase. Concurrently people are moving from small towns and rural areas to large urban centers. Houston is a good example. Houston's population increased 54.1 per cent from 1950 to 1960.

3. During the five-year period, 1962 through 1966, there will be 177,000 jobs to be filled in the Houston-Gulf Coast Area. Approximately 100,000 will be new jobs as a result of industrial and economic growth.

4. Industrial and economic growth accompanied by technological developments makes unemployment inevitable for a large number of people who have little or no training for any occupation. As of March, 1963, 4,501,000 workers were unemployed in the United States; at the same time approximately that number of jobs needed to be filled. There is a shortage of *trained, qualified* manpower. The supply of unskilled workers in Houston exceeds the demand by several thousand.

5. In expressing the degree to which students said they liked subjects, English ranked first, social studies second, science third, and mathematics fourth. Five and six-tenths (5.6) per cent of the students indicated they hated foreign languages. The majority of the students (59.5 per cent) had not had enough experience with agriculture to know whether they liked it as a subject.

6. Sixty-six and two-tenths (66.2) per cent of the 2,012 high school seniors plan to enter professional and managerial occupations as compared with 66.8 per cent in a similar study in

1957 involving 1,996 seniors. In the 1957 study seventy-nine categories of occupations were listed by the students; 188 categories were listed in 1964. No student listed mathematics as an occupational choice in the 1957 study, whereas fifty-nine students gave mathematics as their first occupational choice in the 1964 study.

7. Twenty reasons were given by the students for making their occupational choices. Sixty-six and seven-tenths (66.7) per cent indicated that admiration of successful people in the occupation was responsible for their choice.

8. Seventy-two and five-tenths (72.5) per cent of the students plan to continue their formal education after graduating from high school. During the eight-year period, 1956-1963, 68.5 per cent of the Negro high school graduates of the Houston public schools indicated they plan to attend college, and 61.6 per cent of the non-Negro graduates indicated they plan to attend college. Many students who plan to enter college do not, and many who enter do not graduate.

9. According to the information supplied by the students, 15.0 per cent of their fathers and 12.1 per cent of their mothers are employed in professional and mangerial occupations. The occupations of parents of students at a school such as Bellaire High School in Houston or Berkeley High School in California compared with the occupations of parents in a school such as Kashmere Gardens in Houston or Yerger High School in Hope, Arkansas imply some most interesting and challenging counseling problems germane to occupational choices.

10. Several of the high schools included in the study have no courses at all in their curricula to prepare students for specific occupations. Except in a few schools which provide courses to prepare students for specific occupations, the offerings are quite limited. Mr. Erward T. Chase describes the situation thus —

> Our educational system is concentrated on the 20 per cent of the students who go through college. The vocational future of the other 80 per cent has been either ignored or sabotaged — only about 18 per cent of high school students in urban areas are getting any sort of preparation for work.

A POINT OF VIEW:
Germane to Negroes and Occupations

The writer* was born in Mississippi in 1908; his people moved to Arkansas in 1916. He lived in Arkansas until June of 1938, at which time he went to Pennsylvania State University to do graduate work. He received a Doctor's degree from that institution in 1941. He worked at Hampton Institute (Virginia) from 1941 until 1948, when he came to Texas Southern University, where he is currently employed. He has come in contact with different points of view about Negroes and occupational choices. His point of view has become so definite (in his opinion) that he now regards it as a SOUND CONVICTION. His point of view follows:

1. An effective counseling and guidance program should be an available reality to every Negro student in school from grades seven through fourteen.

2. Qualifications of a guidance counselor should include a thorough knowledge of occupations and a thorough knowledge about specific qualifications required in a large number of occupations, plus "finger-dirtying" experiences as a worker.

3. Negro students especially should be required to take a rigid course involving a study of occupations as classified by the United States Employment Service. That course should be taken not only to provide information for students but to assist them in choosing their occupations.

4. A student should be encouraged to make his occupational choice primarily on the basis of personal interest, aptitude, perseverance, and employment trends and needs as they exist in his state and nation generally, without special reference to employment practices in many localities currently limiting or restricting work opportunities for Negroes.

5. Students should be taught never to conclude that they did not get or can not get any job, whatever it may be, because

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* The writer's background contains some interesting facts and implications for persons concerned with occupational choices of Negroes. Anyone desiring to know details about his background should read Part I of his publication, *From a Plow to a Doctorate—So What,* published in 1945. Copies of it may be obtained from him.

of color until they can prove they have satisfied every requirement for that job in high order except color. The only thing to work on then is color or the attitude about color. The latter is easier, however difficult it may seem.

6. Occupational opportunities in professional athletics, especially baseball, is a good example of American people's attitudes toward competency and performance. In the early forties the writer was in Washington and attended a baseball game between two outstanding Negro teams at Griffith Stadium. The star of the game was Josh Gibson, a catcher on one of the teams. The game was played at night; it was advertised as "Josh Gibson Night." The honor for him that evening included several gifts and speeches of commendation.

Many oral statements and press releases implied and/or stated that "If Josh Gibson were white he would be playing with one of the major leagues."

Later in the forties Jackie Robinson became a player with the Brooklyn Dodgers. There were attitudes for and against that occupational experiment. On the basis of competency and performance he won his way to majority acceptance not only with the Dodger players and fans, but with the American people generally, as well as caused other Negro players to be given an opportunity without color being a significant qualification.

7. Today (September 14, 1964) major leagues, minor leagues, college and university officials in some unsuspected localities are making special efforts to find Negro athletes who demonstrate promise of becoming successful players. For example, three promising Negro freshmen athletes are now enrolled at the University of Houston. They are Warren McVea interested in football, and Don Chaney and Elvin Hayes interested in basketball. Warren is from San Antonio, Texas; Don is from Baton Rouge, Louisiana; and Elvin is from Rayville, Louisiana. Two years ago it is doubtful you could have found anyone in Houston who believed the University of Houston would make that kind of progress in human relations as early as 1964.

Many employers, some in unsuspected places, seem just as willing to employ Negroes in "non-traditional jobs" as the coaches at the University of Houston are to have Warren, Don and Elvin take part in intercollegiate athletics.

8. Students should be taught that employing officials in other occupations are no different basically from those in athletics. Students should also be taught that among the characteristics which employers desire most in employees are: (1) willingness to work, (2) accuracy, (3) interest in business, (4) depend-

ability, and (5) ability to get along with people, especially other workers.

Further, it should be emphasized to students that highly developed skills and adequate related knowledge should be acquired to the highest extent possible for whatever occupations they expect to enter. It should also be emphasized to students that only 15 per cent of all discharges are due to lack of ability to do the job; the other 85 per cent of discharges are due to emotional instability or some other type of maladjustment.[11]

9. Admiration of successful people in an occupation was given as the chief cause by students for their occupational choices. Students who use that or other invalid bases as a cause often find themselves learning about specific requirements of an occupation in a disappointed way. A story will illustrate the point.

During the early part of Joe Louis' career as a heavyweight champion large numbers of boys endeavored to become boxers without a complete knowledge of the rigid requirements. A big, tall boy (call him John Dirt) decided to become a boxer. There was a boxing teacher (call him William Hensley) who gave private lessons. Twenty lessons were required in the course. The course had to be completed before a student would be allowed to do his first boxing for pay. John contacted Mr. Hensley and enrolled. Mr. Hensley told John when to come back for his first lesson.

When John came back for his first lesson he was shown a film on boxing and given a brief lecture. Mr. Hensley then escorted John to another room where the laboratory part of the course was taught. They then dressed appropriately for boxing. Mr. Hensley was a very good fighter, well known for his many knock-downs. He knocked John down three times. John received several bruises and a few cuts in his first lesson. When the first lesson was over Mr. Hensley told John to go to the showers, clean himself up, and come back by the office for the assignment of his second lesson. John did as he was told. In the meantime he was thinking quite seriously about those twenty lessons and what was involved.

When he returned to the office, the following dialogue took place:

JOHN: Mr. Teacher, you say there are twenty lessons in this course?

MR. HENSLEY: Yes, there are twenty lessons in the course.

JOHN: And I just took one today?

11—Auren Uris and Betty Shapin, *Working With People*, New York, The MacMillian Company, 1953, p. 181.

MR. HENSLEY: Yes.

JOHN: And I got to finish the other nineteen before I can get any money for boxing?

MR. HENSLEY: That's correct, John.

JOHN: (very puzzled) Well Mr. Teacher, I wonder if I could take the other nineteen by correspondence?

(That was the end of John Dirt's interest in boxing as an occupation.)

10. Many students make occupational choices with no more knowledge of the rigid requirements involved than John had about what was required to become a professional boxer. An effective program of counseling and guidance will enable students to acquire adequate information about themselves as well as the vocation they wish to follow before attempting to make a final decision.

11. Much is being said concerning school drop-outs, unemployed youth, untrained manpower, slums, *et ectera.* Dr. Conant refers to the situation as social dynamite. He says "Social dynamite is building up in our large cities in the form of unemployed out-of-school youth, especially in the Negro slums. We need accurate and frank information neighborhood by neighborhood."[12]

12. The writer agrees with Dr. Conant; he also agrees with the concept concerning youth and work as expressed in the early Jewish law. The early Jewish law placed the responsibility of teaching a boy a trade on his father. "As it is your duty to teach your son the law, teach him a trade... He who does not have his son taught a trade (an occupation) prepares him to be a robber."[13]

The school to a large extent is in *loco parentis.* Therefore if the school fails to provide youth with the opportunity and encouragement to learn an occupation it is making him more susceptible to become a robber. The writer's concept of the school's responsibility to provide occupational training for youth is not new because in 1945 he stated that "all children should have access to an education equivalent to a junior college graduate without any personal financial obligations for acquiring it. During those fourteen years of school work, a minimum

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12—James B. Conant, *Slums and Suburbs,* McGraw-Hill Book Company, New York, 1961. p. 146.

13—Edwin A. Lee, *Objectives and Problems of Vocational Education,* McGraw-Hill Book Company, New York, 1938. p. 3.

of one year in a well organized trade (occupational) training program should be mandatory."[14]

13. For a long time too many school systems have provided their youth, especially their Negro youth, only with the opportunity occupationally to become "hewers of wood and drawers of water" or something comparable.

There is no wood to be hewed and no water to be drawn (manually). The results are unemployment, unrest, exploitation in many forms, crime — SOCIAL DYNAMITE. Our educational systems help to manufacture the dynamite.

14. These items are being written under the heading A POINT OF VIEW GERMANE TO NEGROES AND OCCUPATIONS. For more than a quarter of a century the writer has tried to use two statements as a guide in dealing with problems. The first statement was placed on the board in a class by a young biology teacher (Dr. T. P. Dooley). He was encouraging the students to develop an objective attitude not only about biology but concerning life and its many problems.

The statement was

Find the facts,
Filter the facts,
Face the facts,
Follow the facts.

The second statement was often used by a college president, Dr. J. B. Watson, as he spoke to students in assemblies. It is taken from the Bible (Proverbs 4:1-7) and reads as follows:

> Hear, ye children, the instruction of a father, and attend to know understanding.
>
> For I give you good doctrine, forsake ye not my law.
>
> For I was my father's son, tender and only beloved in the sight of my mother.
>
> He taught me also, and said unto me, let thine heart retain my words: keep my commandments, and live.
>
> Get wisdom, get understanding: forget it not; neither decline from the words of my mouth.
>
> Forsake her not, and she shall preserve thee: love her, and she shall keep thee.
>
> Wisdom is the principal thing; therefore get wisdom: and with all thy getting get understanding.

15. Community leaders, especially educators and employers,

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[14] B. A. Turner, *From a Plow to a Doctorate—So What?*, Published by the Author, 1945, p. 64.

should join hands in collecting and making proper use of facts relevant to such large numbers of unemployed, untrained youth in their community. They should know that many school systems have done very little or nothing in providing adequate occupational training opportunities for their youth. They should have information concerning the large number of people who have left small towns and rural areas to move to the city, bringing with them no skills or technical knowledge which employers are usually seeking. They should be well acquainted with local, state and federal provisions to increase occupational training opportunities, also with their responsibility in having their community reap the benefits of those provisions.

16. Under the heading "High School Curricula and Occupational Preparation" it was alleged that many schools are training people for unemployment. To illustrate, four cases of high school graduates are cited.

Case One—A young man who finished high school in Houston in 1959, worked as a porter in a grocery store part-time while in school, and has been employed in four different jobs as a common laborer since he finished high school. He was employed two years on one of the jobs. The job he has now is temporary because the employer told him a *machine* would soon take his place.

The young man is married, renting, trying to pay for a car, has no children. Educationally and occupationally his wife's preparation is comparable to his. He is disturbed because he sees that unemployment and the accompanying consequences for him and his wife are inevitable unless he can take some *specific job training quickly.*

Case Two—A young man who finished high school in Houston in 1957 and who was not interested in going to college. His people wanted him to further his education at their expense. He went to another large city and obtained employment. He worked at several different jobs including serving as a porter in a store and as a chauffeur. Recently he returned to Houston, hoping to obtain employment. To his dismay he found employers in Houston seemingly with an over supply of applicants with qualifications similar to his.

Case Three—A young woman (high school graduate) who came to Houston a few years ago from a small town. She obtained employment as a domestic worker for a private family. She has worked for several different families. The amount of money she makes is not adequate for the cost of living in Houston. Recently she asked her "employer for a raise" and a few days later she was released. The fear of unemployment and its accompanying consequences has her frantic.

Case Four—A young man who finshed high school in Houston several years ago. He went to another city and enrolled in an apprentice program in a metal trade, completed four years of apprentice training, received his certificate and was employed as a journeyman.

Recently he returned to Houston on a visit. After observing many changes in human relations' practices in Houston, he decided to "come back home." He went to the Texas Employment Commission and was recommended readily to an employer in need of skilled workers in his occupation.

17. There is an over supply of high school graduates, particularly Negroes in Houston, similar to those referred to in Cases One, Two, and Three. There is a shortage of people similar to the one referred to in Case Four.

There is also an over supply of people in urban areas who have not finished high school, and are not qualified occupationally except for most menial, unskilled work. The socio-economic status of such people is conducive to Social Dynamite. One case is cited as an example of the statement quoted earlier in this publication "He who does not have his son taught a trade (an occupation) prepares him to be a robber."

In early September a headline in the Houston *Post* read, "Young Man Kills Friend For $30." The young man is twenty-one years old, had been fired as a laborer, tried to borrow $30 from his friend. According to his testimony he spent $15 of the money for rent, $10 for groceries and gave the other $5 to his wife. Further investigation revealed the young man's formal education ended in the seventh grade. There are four children — ages five, three, two, and one — and a fifth one is expected soon.

18. There needs to be several crash programs in education — one to eliminate functional illiteracy, one to eliminate occupational illiteracy, and one to prepare more people (youth and adults) for definite types of occupations.

Schools in urban areas especially should take the lead in planning and helping to develop crash programs to correct occupational maladjustments. Institutions of higher learning cannot afford the "intellectual snobbishness that characterizes so much of the academic community when it is asked to face up to its responsibility in educating people for work."[15]

15—Paul H. Sheats. *Occupational Training and Higher Education*, The Educational Record, American Council on Education, Washington, D.C., Spring, 1964, p. 140.

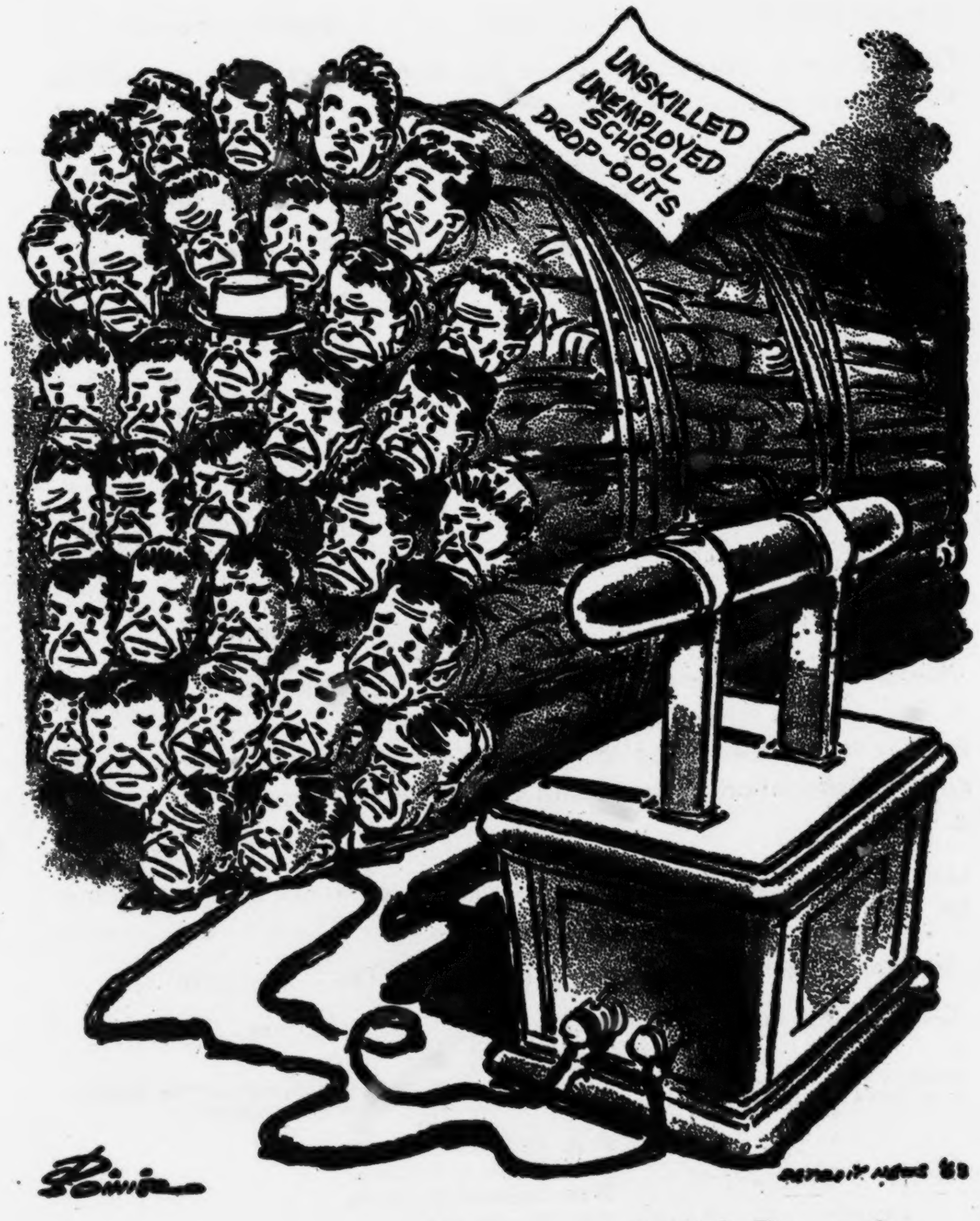
19. This cartoon appeared in the Houston *Post* in 1963. Each person who sees such a provocative description of a pile of Social Dynamite should ask himself several question such as:

Am I in that pile of dynamite?

If I am not in that pile, have I helped directly or indirectly to place others in that pile?

What can I do to help reduce the size of the present pile?

What changes need to be made in school systems to prevent other piles of Social Dynamite from developing?


UNSKILLED
UNEMPLOYED
SCHOOL
DROP-OUTS
Poinier
DETROIT NEWS '63

Social Dynamite

OCCUPATIONAL CHOICES OF HIGH SCHOOL STUDENTS*

DIRECTIONS: Please supply the information requested on this form as it applies to you.

1. Name ______________________ Date __________

2. Address ______________________

3. City ______________________ State __________

4: Name of High School ______________________

5. Classification __________ age ______Male ( )Female ( ).

6. Draw a circle around the figure for each subject listed to indicate the degree that subject is liked by you.

	Well Liked	Liked	Toler-ated	Avoided	Hated	No opportunity to know
a. Agriculture ____	5	4	3	2	1	0
b. Business ____	5	4	3	2	1	0
c. English ____	5	4	3	2	1	0
d. Foreign Languages ____	5	4	3	2	1	0
e. Home Economics ____	5	4	3	2	1	0
f. Industrial Arts ____	5	4	3	2	1	0
g. Mathematics ____	5	4	3	2	1	0
h. Science ____	5	4	3	2	1	0
i. Social Studies ____	5	4	3	2	1	0
j. ____	5	4	3	2	1	0

7. Specify your occupational choices. First __________ Second __________

8. Indicate the chief cause for your occupational choices.
   a. ( ) Satisfy wishes of parents and friends.
   b. ( ) Information supplied by teachers about occupations.
   c. ( ) Admiration of successful people in the occupation.
   d. ( )

9. Name the school, if you know it, where you expect to take training for your occupation ______________________

10. Do you expect to attend school next year? Yes ________ No ________

11. Occupations of parents: Father __________ Mother __________

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* A study is being made of Occupational Choices of High School Students. The findings are to be made available for guidance purposes in high schools and colleges.

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INFORMATION RELEVANT TO A MINORITY MANPOWER RESOURCES STUDY

In connection with a Study I am working on, high school counselors are asked to supply the information requested on this form as it applies to their respective schools.

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1. School ______________________ Date ______________
2. Address ______________________________________
3. City ______________________ State ______________
4. Counselor ____________________________________
5. Present enrollment by grades: 10th______ 11th______ 12th______
6. Total number of graduates in 1963 ____________________
7. Approximate percentage of graduates from your school who go on to college ______%.
8. Traditionally curricula in American high schools were mainly preparatory for college. Today several high school curricula include courses to prepare students for specific occupations or jobs. When students complete such course or courses they are expected to possess sufficient knowledge and skill in an occupation to satisfy an employer as a beginning worker.

   If your school has courses designed to prepare students for specific occupations you are asked to list the occupations, the number of students currently enrolled in courses preparing for each occupation, and the number who finished during the school year 1962-1963.

Occupation	D.O.T. Code Number	Students Enrolled	Graduates in 1962-63

Use reverse side if more space is needed.